

Sample Instruction Part 1: Building Oracy and Background Knowledge



Grades 3-5

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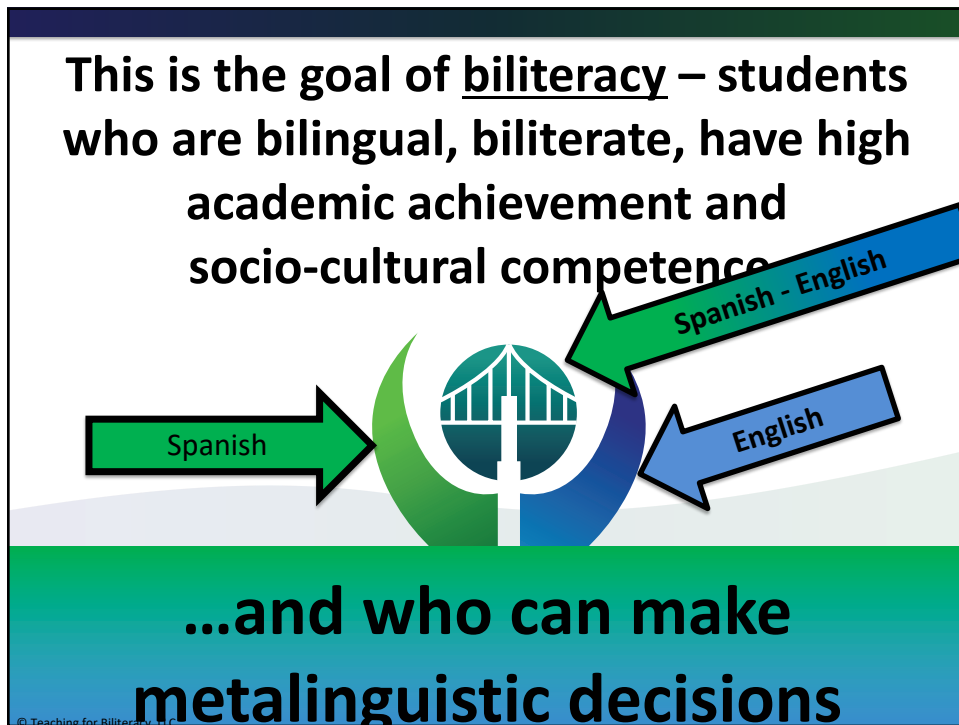
Agenda:

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

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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
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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	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

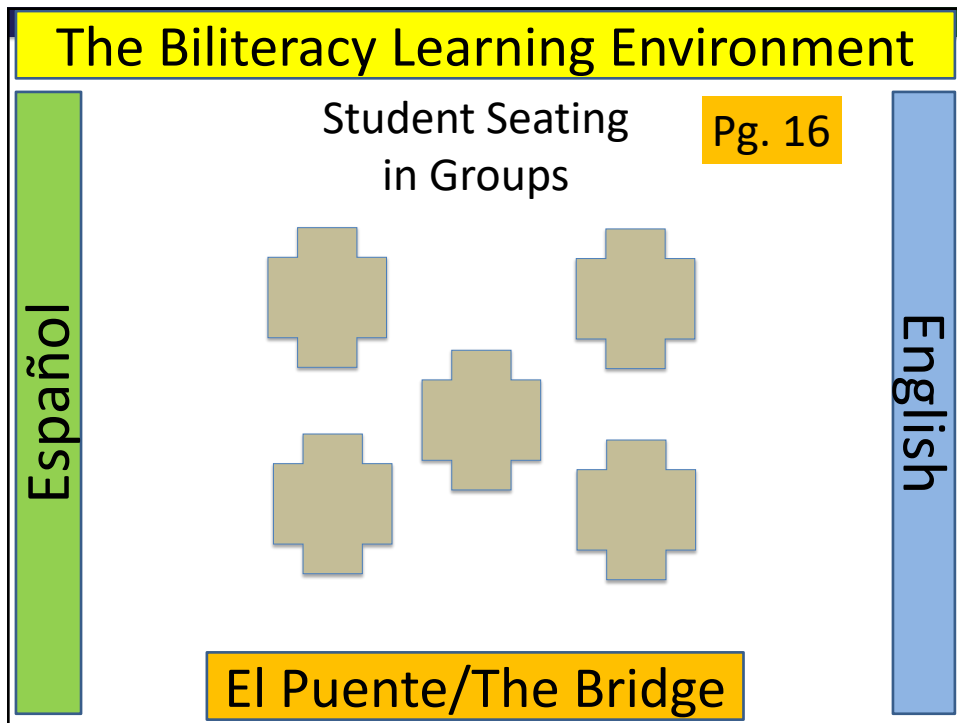
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2 (60/40)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts

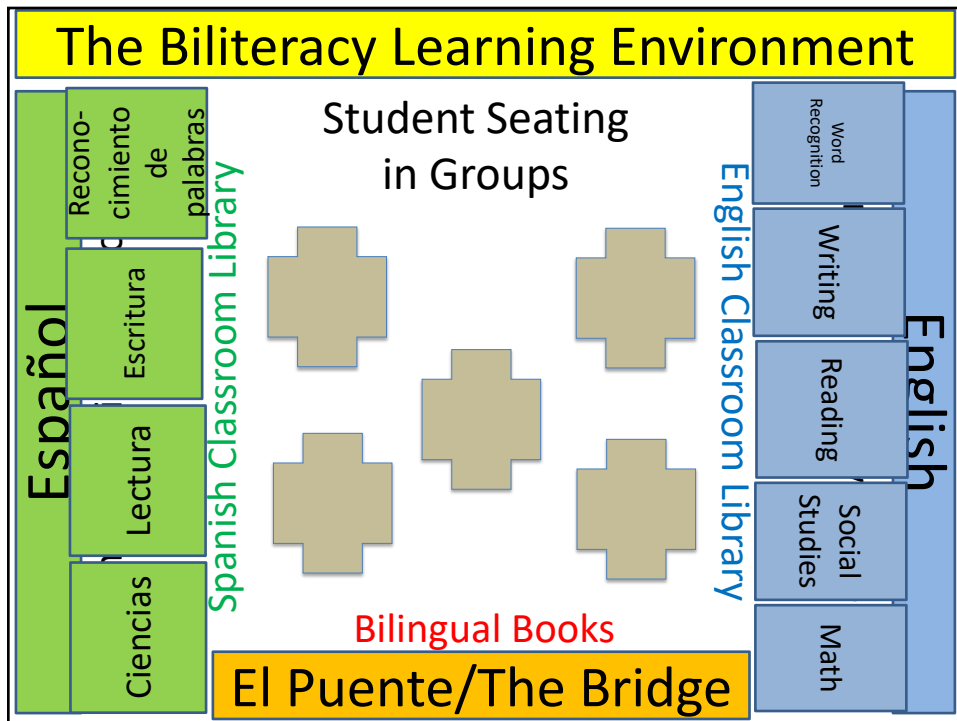
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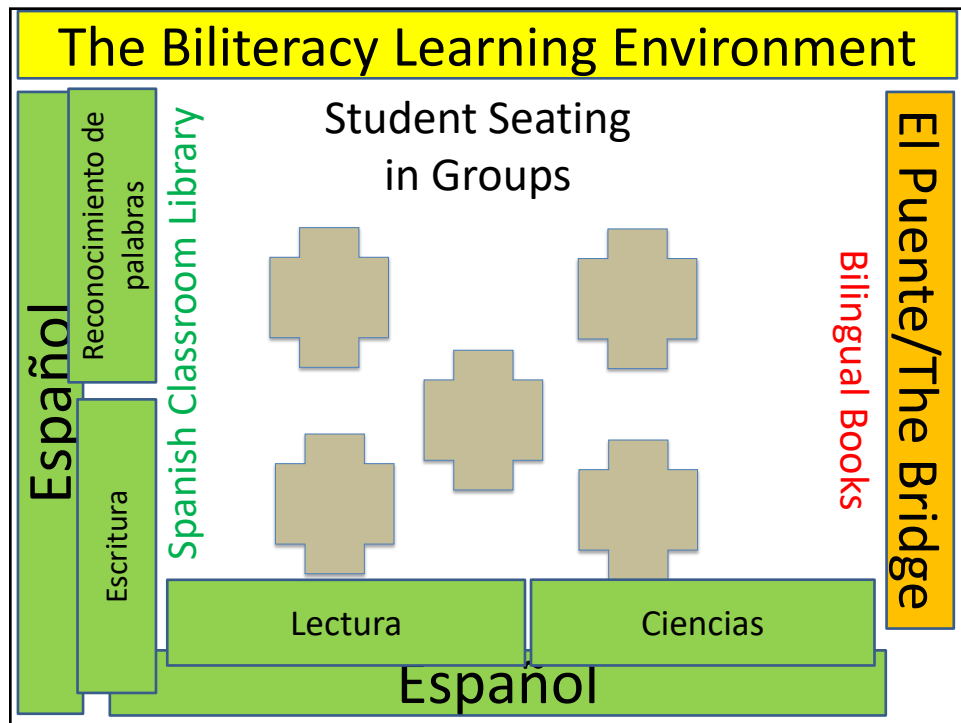
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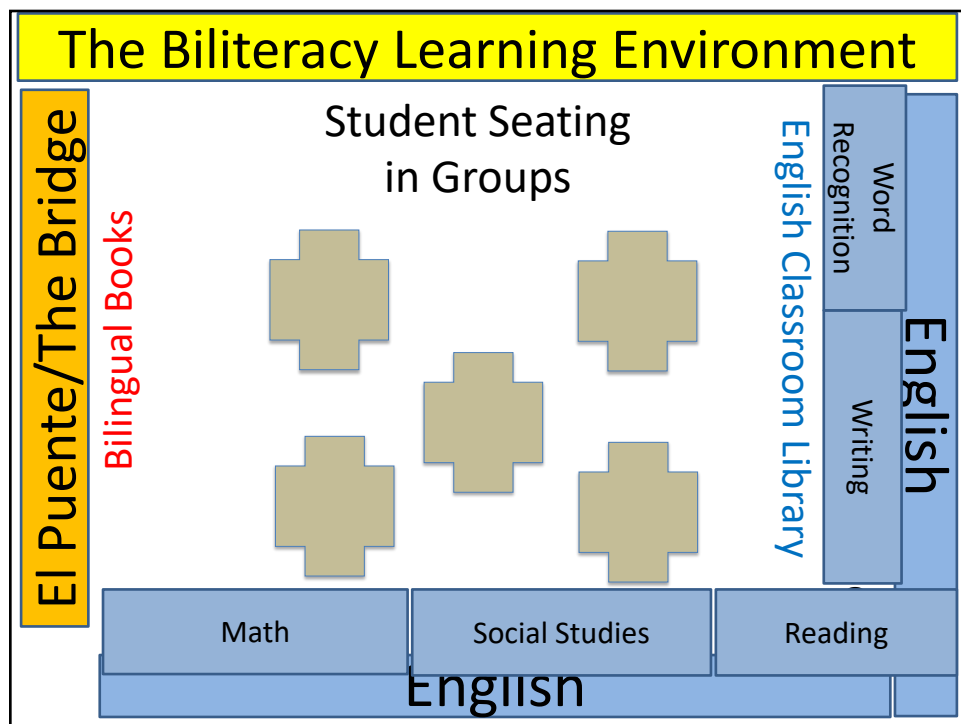
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Sample Yearlong Biliteracy Map -4th Grade 50/50

Grade Level 4 - Language				English (Math in English)			
Unit 1: SLA & SC: Internal and External Structures		Unit 2: SLA & SC: Energy & Transfer of Information		Unit 3: SLA & SC: Our World for Energy		Unit 4: SLA & SC: Earth's Natural Processes	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the structure of an object to the energy of that object. 4-PS3-2 More observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electricity. 4-PS3-3 Ask questions and predict outcomes about the energy that covers every object on Earth. 4-PS3-4 Apply scientific ideas to design, build, and refine a model for a simple device that converts one form of energy into another form of energy. 4-ESS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.		Essential Question: How does our space for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How can we use information about Earth's natural processes? Content Standards: NGSS 4-ESS2-1 Identify evidence that patterns of change in Earth's surface can be observed over different periods of time. 4-ESS2-2 Analyze data to identify patterns of change in Earth's surface. 4-ESS2-3 Analyze data to identify patterns of change in Earth's surface.		Essential Question: How do people use technology to transfer information? Content Standards: NGSS 4-ESS2-1 Identify evidence that patterns of change in Earth's surface can be observed over different periods of time. 4-ESS2-2 Analyze data to identify patterns of change in Earth's surface. 4-ESS2-3 Analyze data to identify patterns of change in Earth's surface.	
Writing Standards - W.4.3 Narrative (Fiction) W.4.4, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informative Texts RL.4.3, RL.4.6, RL.4.9		Writing Standards - W.4.2 Informational (How to Digital Book) W.4.4, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - Informative Texts RL.4.2, RL.4.6, RL.4.9		Writing Standards - W.4.1 Opinion (Design Solution Project) W.4.4, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informative Texts RL.4.2, RL.4.6, RL.4.9		Writing Standards - W.4.3 Narrative (Fiction or Nonfiction Personal Essay) W.4.4, W.4.5, W.4.7, W.4.8, W.4.10 Reading Standards - Informative Texts RL.4.2, RL.4.4, RL.4.9, RL.4.7	
Unit 1-ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights?		Unit 2-ELA & SS - History Essential Questions: How did different communities view historical events during non-Native exploration into what is now WA? How does a community's point of view affect how they interpret and describe events?		Unit 3-ELA & SS - Science Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native settlement?		Unit 4-ELA & SS - Economics Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?	
WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1, C3.4.2, C3.4.3, C3.4.4, C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10		WA SS Content Standards: H1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. H1.4.1, H1.4.2, H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1, H2.4.2, H2.4.3, H2.4.4 H3: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H3.4.1, H3.4.2, H3.4.3, H3.4.4 H4: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important in understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us. H4.4.1, H4.4.2 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10		WA SS Content Standards: E1: Knows that the study of science is necessary for understanding the natural world and the physical environment. E1.4.1, E1.4.2, E1.4.3 E2: Knows that the natural environment encompasses an extended range of forces that act on objects and they occur at local-regional scales. E2.4.1, E2.4.2, E2.4.3 E3: Knows that people, animals, and ideas can move, connecting local and global. E3.4.1, E3.4.2 E4: Knows that people, animals, and ideas can move, connecting local and global. E4.4.1, E4.4.2 E5: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E5.4.1, E5.4.2 E6: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." E6.4.1, E6.4.2, E6.4.3 E7: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. E7.4.1, E7.4.2, E7.4.3 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10		WA SS Content Standards: E1: Knows that the study of science is necessary for understanding the natural world and the physical environment. E1.4.1, E1.4.2, E1.4.3 E2: Knows that the natural environment encompasses an extended range of forces that act on objects and they occur at local-regional scales. E2.4.1, E2.4.2, E2.4.3 E3: Knows that people, animals, and ideas can move, connecting local and global. E3.4.1, E3.4.2 E4: Knows that people, animals, and ideas can move, connecting local and global. E4.4.1, E4.4.2 E5: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E5.4.1, E5.4.2 E6: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." E6.4.1, E6.4.2, E6.4.3 E7: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. E7.4.1, E7.4.2, E7.4.3 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10	
Writing Standards - W.4.2 Informational - Fact Sheet W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - Informative Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7		Writing Standards - W.4.1 Opinion - (Double Point of View Editorial) W.4.5, W.4.7, W.4.9, W.4.10 Reading Standards - Informative Texts RL.4.3, RL.4.6, RL.4.9		Writing Standards - W.4.3 Narrative - (Historical Fiction) W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informative Texts RL.4.3, RL.4.4, RL.4.6, RL.4.9		Writing Standards - W.4.2 Informational - (Research Paper) W.4.5, W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - Informative Texts RL.4.2, RL.4.5, RL.4.7	

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Biliteracy Unit Framework

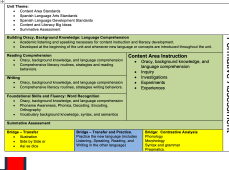
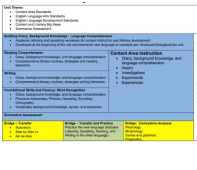
Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment			Formative Assessment				
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for 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.							
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.	Handouts Page 14				

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Handouts
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Time	Subject	Language	4 th Grade 50/50
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 mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study)	SPANISH	
10:45 to 11:15	Interventions (based on student need)	Bilingual	
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	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 mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH	
		in Spanish and half in English	

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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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WIDA Can-Do Descriptors (English Language Learning)

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Resource Guide

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

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

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

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

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Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

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

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

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

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Where do you fall in Spanish?

Resource Guide

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	Level 6 Reaching
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	
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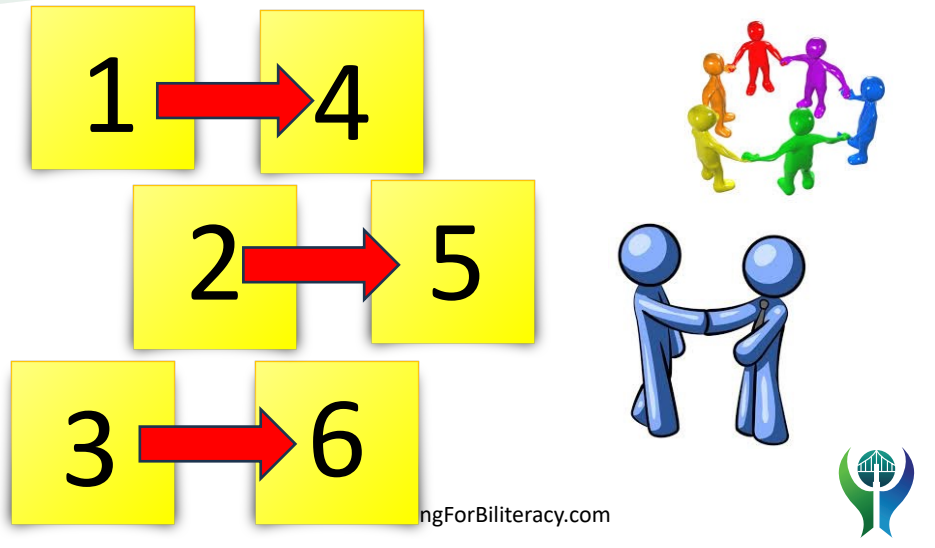
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WIDA Level Descriptors for our Self-Assessment

Levels of 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

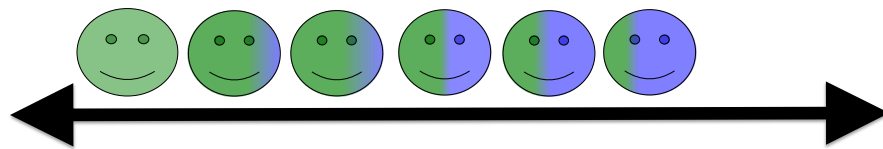
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Strategic Pairing In the Classroom



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In this session we will experience SLA and Science integrated dual language and biliteracy instruction designed for 4th grade...



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

who is missing?

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

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Biliteracy Unit Framework

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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment			Formative 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 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, and behaviors.			
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics			
Summative Assessment			
Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.	

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Marking the Language of Instruction



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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: *¿Cómo se dice... en español?*
- Do not translate for your partner.
- **Engage actively in the sample instruction.**
- **Be respectful students so that you can experience the strategies.**

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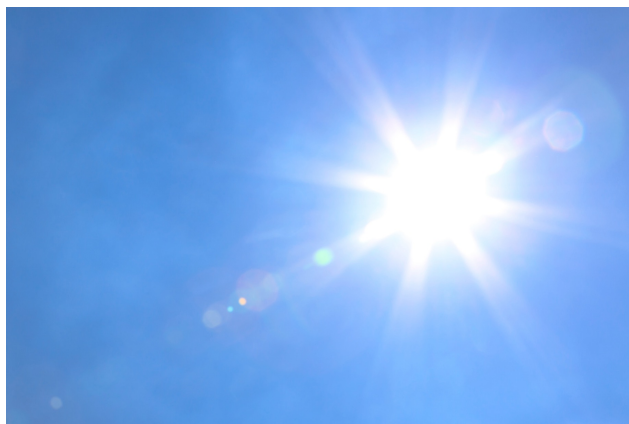
Marking the Language of Instruction



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Yo observo ____.

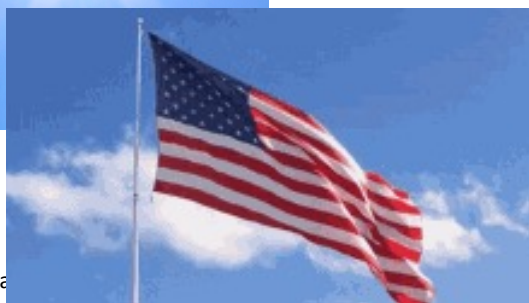


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En las dos fotos observo ____.



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En las tres fotos hay ____.



29

En las cuatro fotos noto que ____.



30

Lo que tienen en común todas las fotos es ____.



31

Lo que tienen en común todas las fotos es ____.



32

Todas las fotos son ejemplos de ____.



33

Todas las fotos son ejemplos de ____.



34

Pienso que los recursos naturales a la izquierda están juntos porque ____.



Pienso que los recursos naturales a la derecha están juntos porque ____.



35

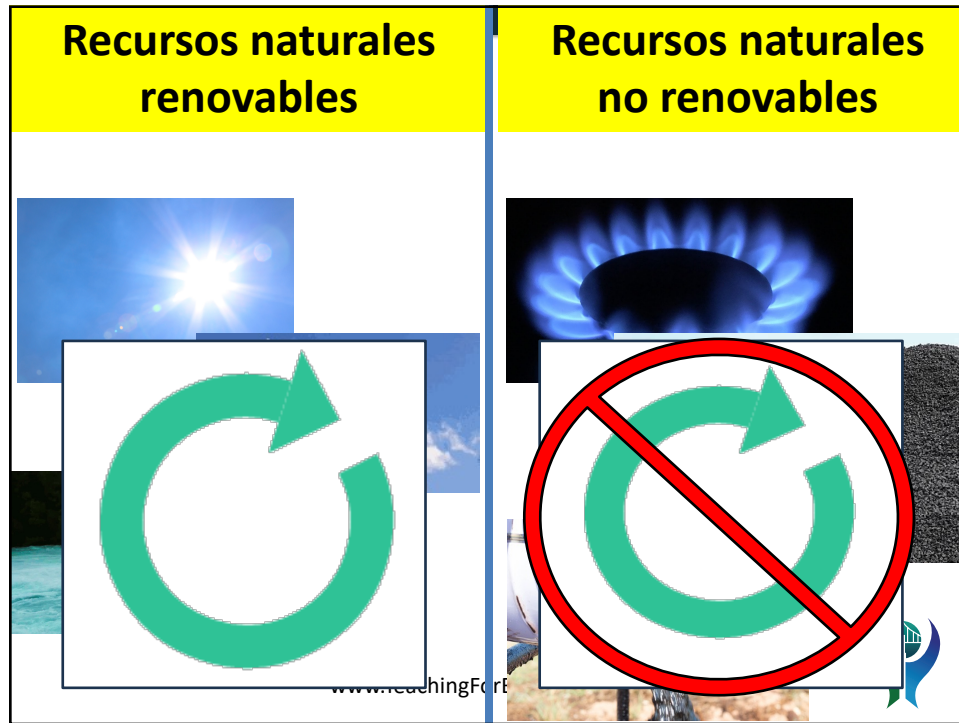
Pienso que los recursos naturales a la izquierda son ____.



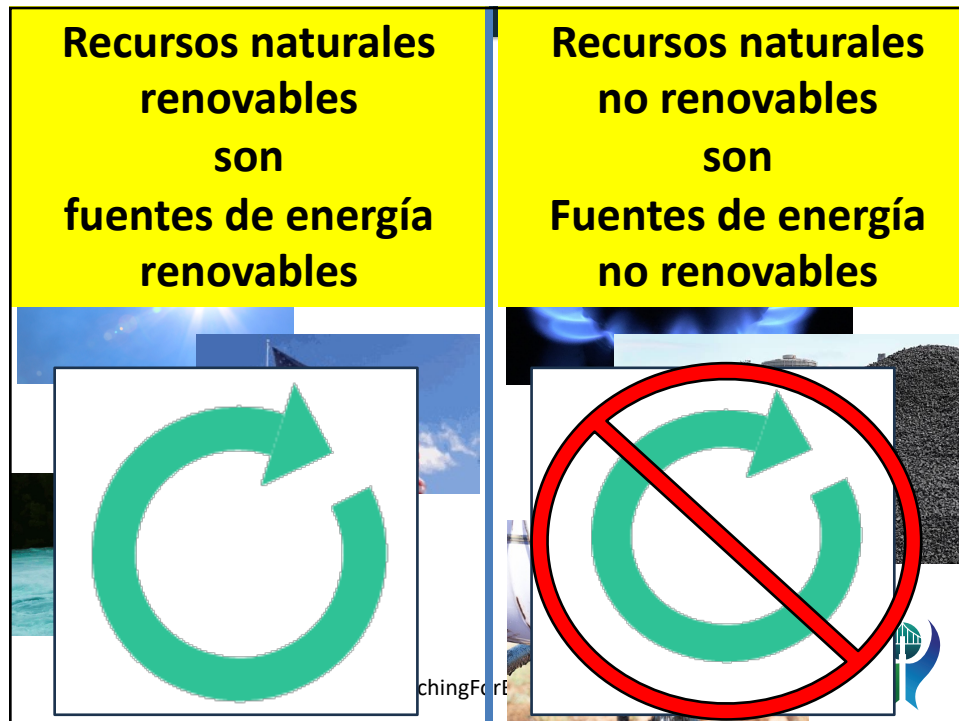
Pienso que los recursos naturales a la derecha no son ____.



36



37



38



39

Exploración





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40



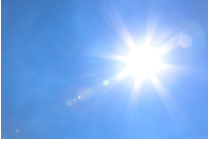
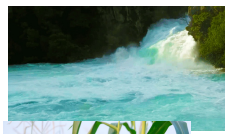
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41

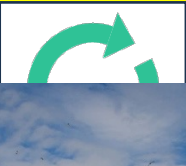
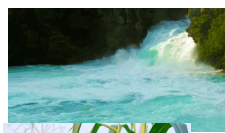
¿Puedo sacar las imágenes de la bolsa?		¡Claro que sí!
Gracias. ¿Me ayudas a colocarlas boca arriba?		¡Por supuesto! Dame algunas y te ayudo.
En esta foto observo....		
Es un(a)... Son....	Pienso que es un(a)...Pero no sé exactamente como se llama. <u>O</u> Tal vez es...	No sé lo que es.
¿Qué opinas?		
Estoy de acuerdo/desacuerdo porque... Y quiero agregar que.... Ahora es mi turno.		Tomar turnos con todas las imágenes.

42

Recursos naturales renovables			Recursos naturales no renovables
   		  	

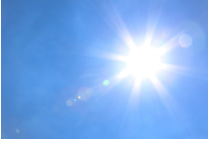
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43

Recursos naturales renovables			Recursos naturales no renovables
   			

www.TeachingForBiliteracy.com

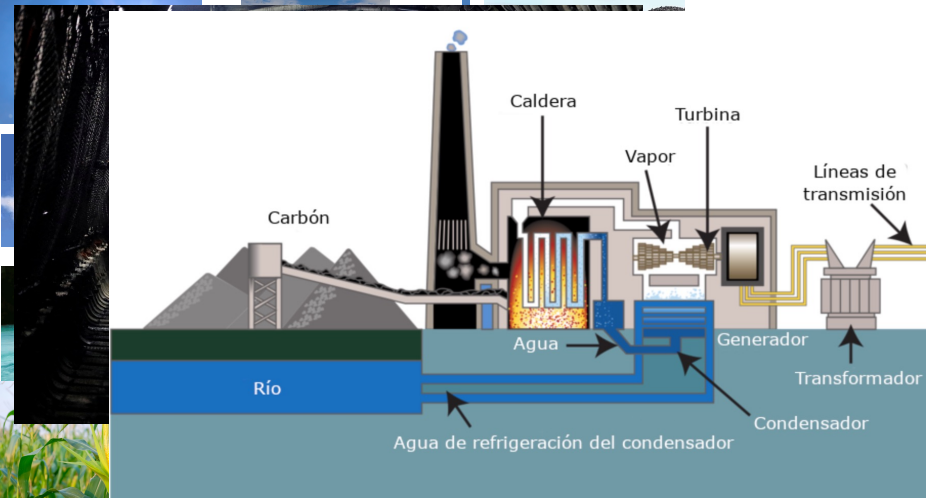
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Recursos naturales renovables		 Recursos naturales no renovables
    	www.TeachingForBiliteracy.com	   

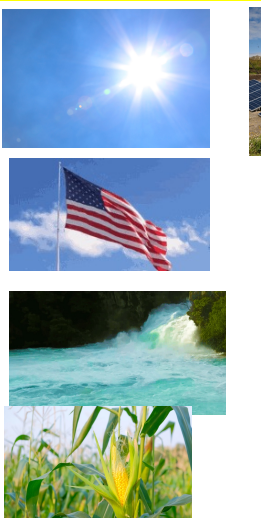
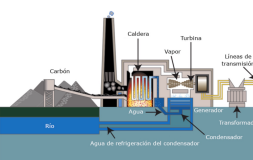
45

Recursos naturales renovables		 Recursos naturales no renovables
	www.TeachingForBiliteracy.com	   

46

Recursos naturales renovables			Recursos naturales no renovables
			

47

Recursos naturales renovables			Recursos naturales no renovables
			

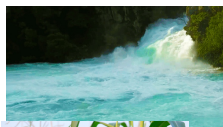
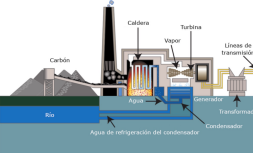
www.TeachingForBiliteracy.com



48

Recursos naturales renovables			Recursos naturales no renovables
 www.teachingforbilitery.com			

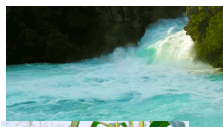
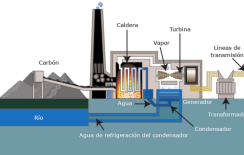
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Recursos naturales renovables			Recursos naturales no renovables
     		  	

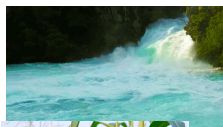
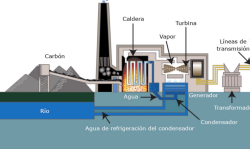
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50

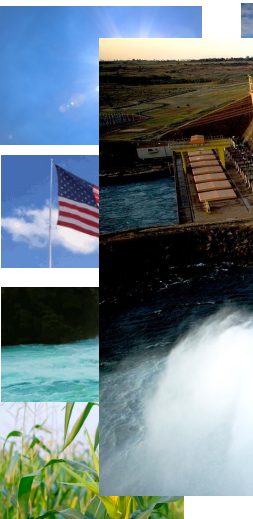
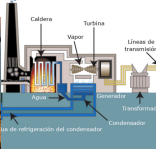
Recursos naturales renovables			Recursos naturales no renovables
   			 

51

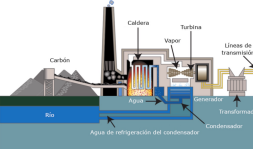
Recursos naturales renovables			Recursos naturales no renovables
     	 	  	

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52

Recursos naturales renovables			Recursos naturales no renovables
	 www.teachingforbilitery.com		  

53

Recursos naturales renovables			Recursos naturales no renovables
	 www.TeachingForBiliteracy.com		  

54

Recursos naturales renovables			Recursos naturales no renovables
 Unidad de transmisión Generador Transformador Condensador Motor  www.TeachingForBiliteracy.com			

55

Recursos naturales renovables			Recursos naturales no renovables
 Unidad de transmisión Generador Transformador Condensador Motor			

56

Recursos naturales renovables		Recursos naturales no renovables
		

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57

Recursos naturales renovables		Recursos naturales no renovables
		

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Recursos naturales renovables			Recursos naturales no renovables
			

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Recursos naturales renovables			Recursos naturales no renovables
			

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60

Recursos naturales renovables			Recursos naturales no renovables
			

61



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62

la luz solar	los recursos no renovables
los recursos renovables	el viento
reponer	no se reponen
el gas natural	el mecanismo
captura	el petróleo
el agua corriente	convierte
podemos usar	el carbón
la materia vegetal	el panel solar
extraer	los recursos naturales
las fuentes de energía	la mina
quemar	la energía
la factoría	las turbinas eólicas
el pozo	la represa hidroeléctrica
la bomba	la plataforma petrolera
los biocombustibles	los combustibles fósiles





Esta palabra dice...

Va con esta imagen porque...

Y el movimiento que le corresponde es...

Estoy de acuerdo porque...

También quiero agregar que...

Me pregunto que piensas acerca de...

¡Gracias! Ahora es tu turno. Escoge una palabra.

63

Agenda:

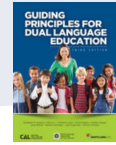
- ✓ Sample Instruction
 - **Sample Instruction Debrief**
 - Planning for Biliteracy

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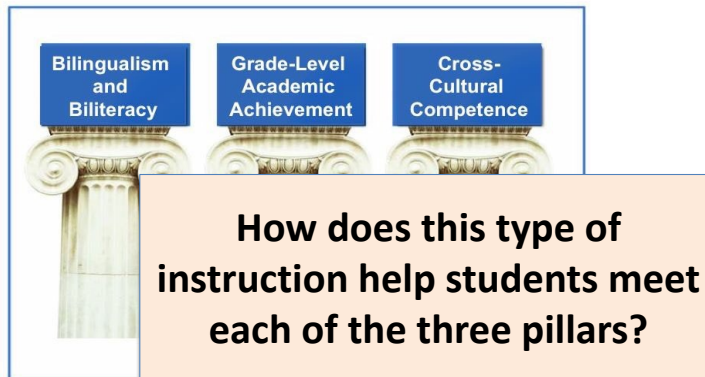


64

What are the goals of Dual Language?



Three Pillars of Dual Language Education



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Diverse DL Students

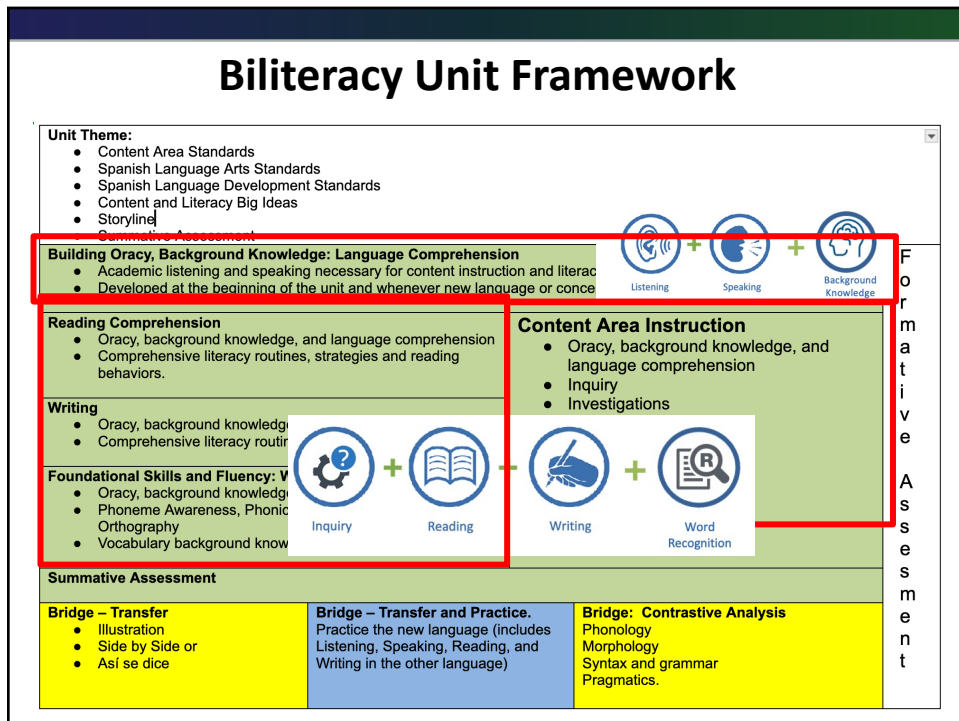
- How did this instruction meet the needs of:
 - Carmen
 - Antonio
 - Hannah
 - Paulo

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66

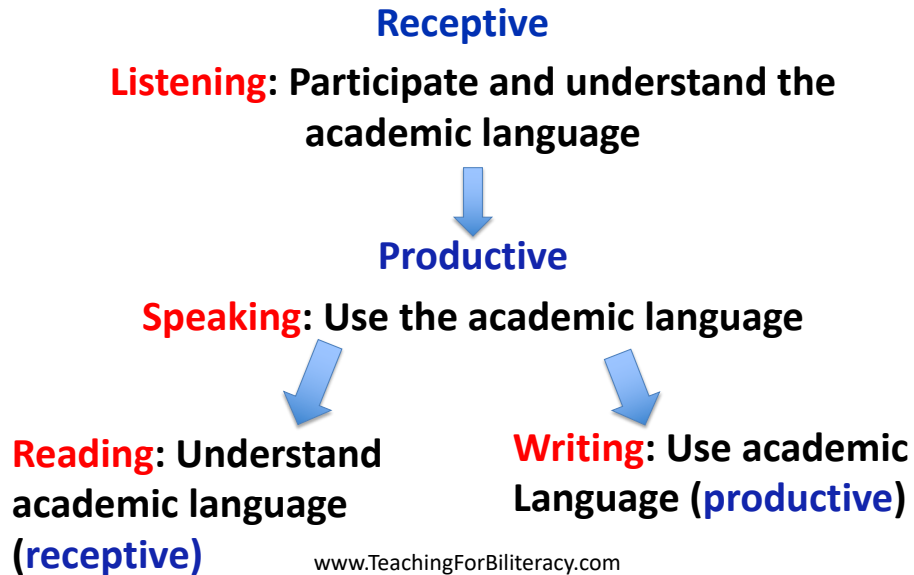
Defining Biliteracy Instruction	
Engages all students actively and meaningfully using active engagement strategies	Uses language teaching strategies focused on L, S, R, W, intentionally building oracy and background knowledge for literacy and content instruction throughout the unit.
Teaching for Biliteracy...	
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
www.TeachingForBiliteracy.com	

67



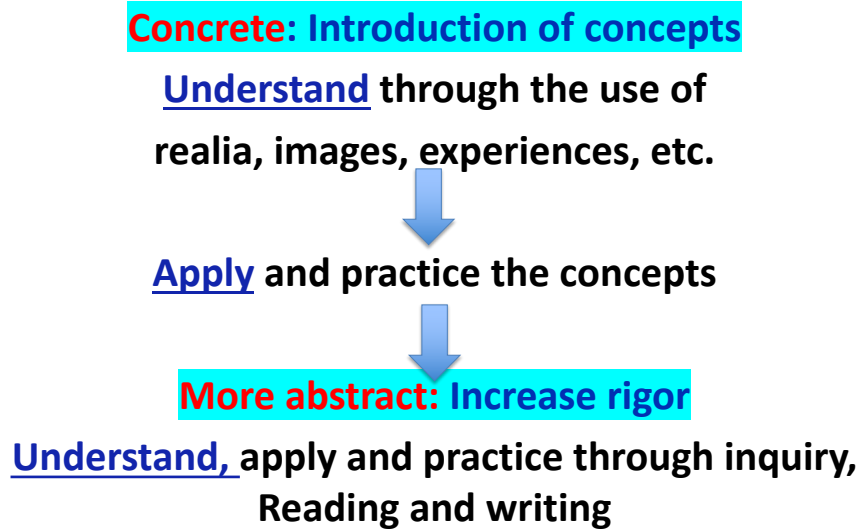
68

Development of Oracy and background knowledge

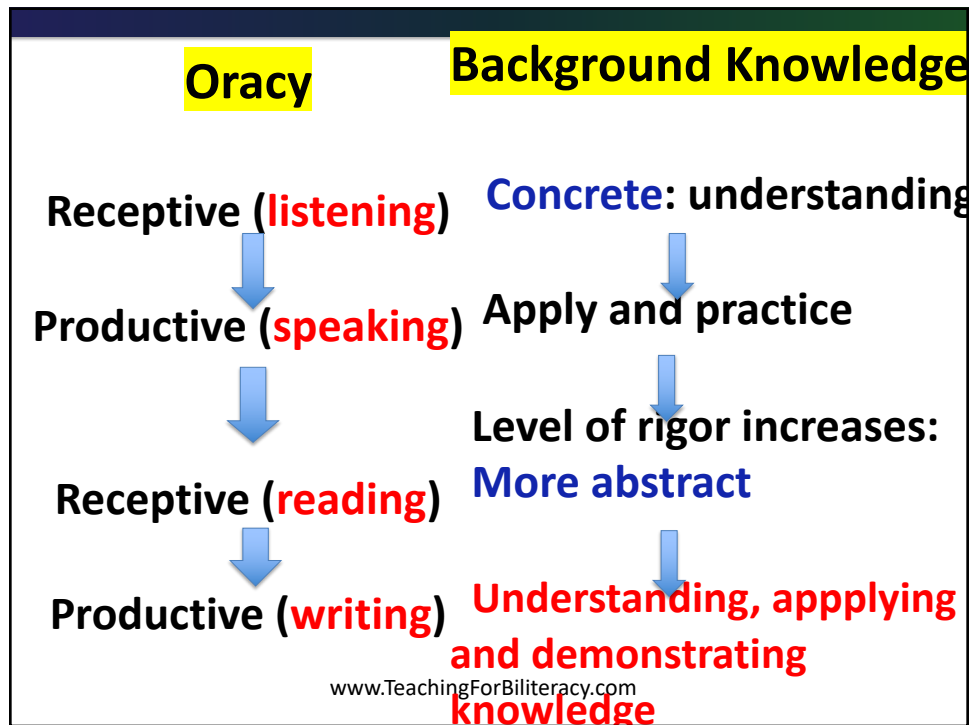


69

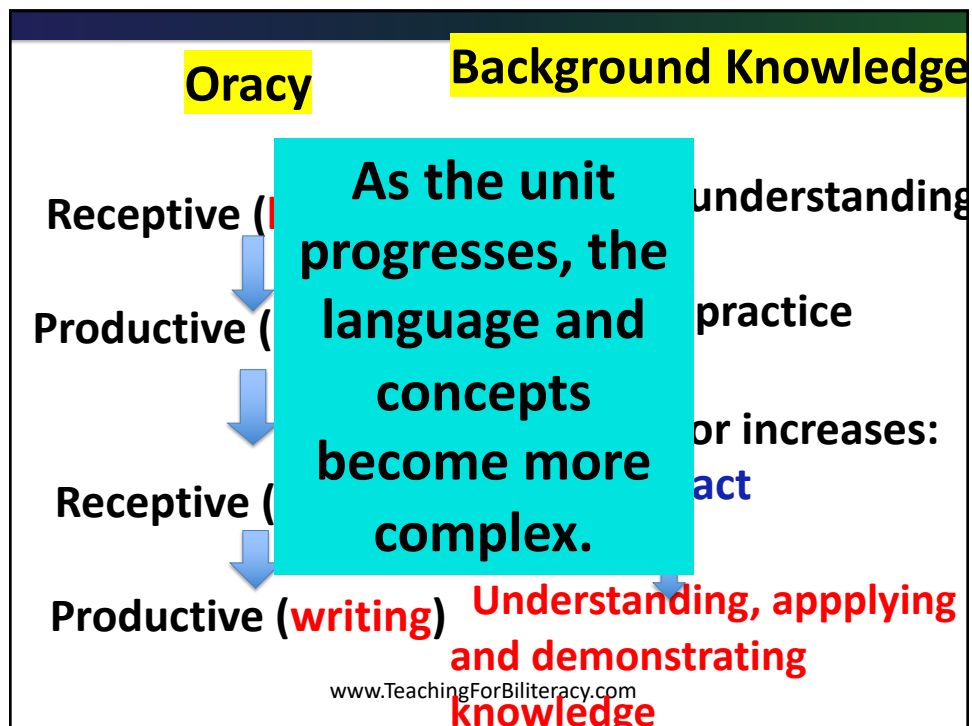
Development of background knowledge



70



71



72

High Leverage Biliteracy Strategies



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High Leverage Biliteracy Strategies

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Notes: Meaningful Frame (i.e., content and unit theme)			
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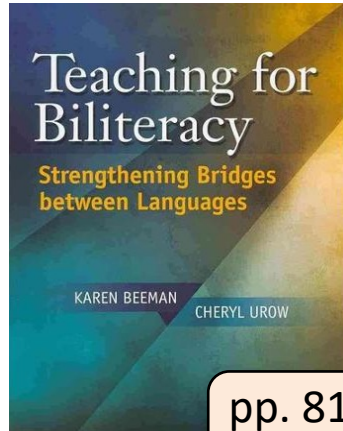
1

High Leverage Biliteracy Strategies Page 1

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Concept Attainment

with Sentence Prompts and TPR



pp. 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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75

Todas las fotos son ejemplos de ____.



76

Todas las fotos son ejemplos de ____.



77

Pienso que los recursos naturales a la izquierda están juntos porque ____.

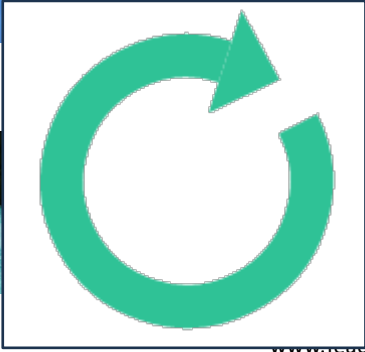


Pienso que los recursos naturales a la derecha están juntos porque ____.

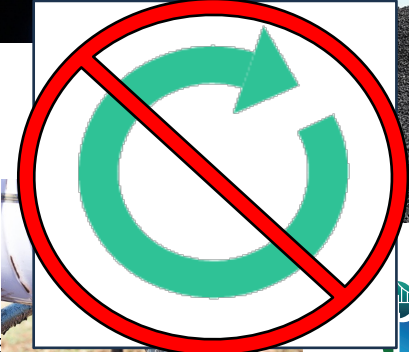


78

Recursos naturales renovables



Recursos naturales no renovables



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High Leverage Biliteracy Strategies

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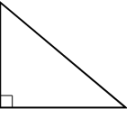
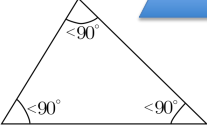
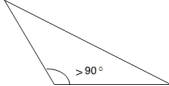
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80

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

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A	B	C
   	   	   

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Conversaciones académicas

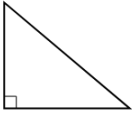
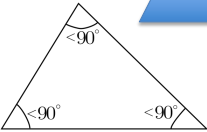
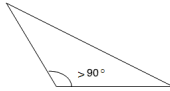
Pareja A	Pareja B
Lo que observo en la imagen de la columna ____ es...	¡Oh sí! También quisiera agregar que....

83

Conversaciones académicas

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

84

Triángulo rectángulo	Triángulo agudo	Triángulo obtuso
   	   	   

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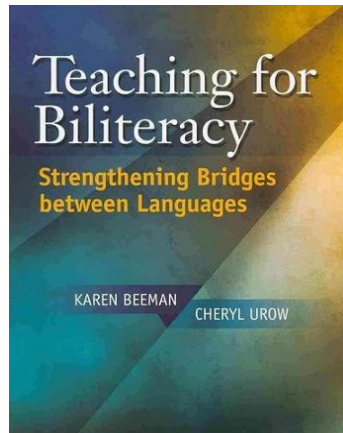
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© WIDA Language Development Standards			
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High Leverage Biliteracy Strategies Pages 4

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The LEA – Language Experience Approach **with TPR**



Students participate in a shared experience. Then, students co-construct a text.

p. 94 &
pp. 104 -
105

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High Leverage Biliteracy Strategies

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Notes:

- Meaningful Frame (i.e., content and unit theme)

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- Meaningful Frame (i.e., content and unit theme)

High Leverage Biliteracy Strategies Pages 1

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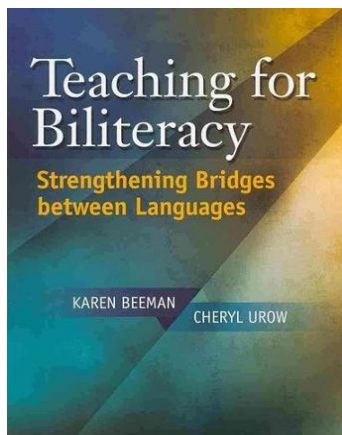
88

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
	© WIDA Language Development Standards Notes: Meaningful Frame (i.e., content and unit theme)		
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) - 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
	© WIDA Language Development Standards Notes: Meaningful Frame (i.e., content and unit theme)		

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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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¿Puedo sacar las imágenes de la bolsa?		¡Claro que sí!
Gracias. ¿Me ayudas a colocarlas boca arriba?		¡Por supuesto! Dame algunas y te ayudo.
En esta foto observo....		
Es un(a)... Son....	Pienso que es un(a)...Pero no sé exactamente como se llama. O Tal vez es...	No sé lo que es.
¿Qué opinas?		
Estoy de acuerdo/desacuerdo porque... Y quiero agregar que.... Ahora es mi turno.		Tomar turnos con todas las imágenes.

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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	Graphic Supports	Interactive Supports
	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
© WIDA Language Development Standards Notes: Meaningful Frame (i.e., content and unit theme)			
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity. <i>Teaching for Biliteracy Book: page 82 & 136</i>	Sensory 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
Notes: Meaningful Frame (i.e., content and unit theme)			

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Agenda:

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



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Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)									
Unit 1- SLA & SC Internal and External Structures		Unit 2- SLA & SC: Energy & Transfer/Informational How To		Unit 3- SLA & SC: Our Quest for Energy		Unit 4- SLA & SC: Earth's Natural Processes		Unit 5- SLA & SC: Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS4-3 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS4-4 Ask questions and predict outcomes about the changes in energy that occur when objects vibrate. 4-PS4-5 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4-ESS1-1 Develop a simple model of a system or system that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-2 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ESS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-ESS1-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-ESS1-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-ESS1-3 Ask questions and predict outcomes about the changes in energy that occur when objects vibrate. 4-ESS1-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4-ESS1-5 Develop a simple model of a system or system that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-6 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ESS1-7 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How does our quest for energy impact our natural environment? Content Standards: NGSS 4-ESS1-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS1-2 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS1-3 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-4 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How can we use information gathered in studying patterns of phenomena to reduce the impact of Earth's natural processes? Content Standards: NGSS 4-ESS1-1 Identify evidence from patterns in rock formations and fossils to link patterns of change over time. 4-ESS1-2 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS1-3 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-4 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How do people use technology to transfer information? Content Standards: NGSS 4-ESS1-1 Identify evidence from patterns in rock formations and fossils to link patterns of change over time. 4-ESS1-2 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS1-3 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-4 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
Writing Standards - W.4.3 - Narrative Fiction W.4.4; W.4.5; W.4.6; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7		Writing Standards - W.4.2 - Informational (How To Digital Book) W.4.4; W.4.5; W.4.6; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7		Writing Standards - W.4.1 - Opinion (Design Solution Project) W.4.4; W.4.5; W.4.6; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7		Writing Standards - W.4.1 - Opinion (Editorial) W.4.4; W.4.5; W.4.6; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7		Writing Standards - W.4.3 - Narrative (Fiction or Nonfiction Personal Essay) W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7	
Unit 1-ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? What are the rights of a citizen? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3; C2.4.4; C2.4.5 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.3 - Narrative (Fact Sheet) W.4.7; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7		Unit 2 ELA & SS: Essential Questions: How do different communities use historical events during non-fiction exploration into what is now WA? How does a community's point of view affect how they interpret and describe events? WA SS Content Standards: H1: Knows that the study of history is necessary for understanding culture, global connections, and historical events. H1.4.1; H1.4.2; H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1; H2.4.2; H2.4.3; H2.4.4 H3: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H3.4.1; H3.4.2; H3.4.3; H3.4.4 H4: Knows that the way of life (e.g., values, beliefs, customs, and traditions) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives when looking at the world around us. H4.4.1; H4.4.2 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.1 - Opinion (Double Point of View Editorial) W.4.6; W.4.7; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7		Unit 3-ELA & SS Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native settlement? WA SS Content Standards: C1: Knows that the way of life (e.g., values, beliefs, customs, and traditions) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives when looking at the world around us. C1.4.1; C1.4.2; C1.4.3 C2: Knows that the human-environment interaction are essential aspects of human life in all societies and they occur at local-regional scales. Human actions modify natural processes and, in turn, the physical environment benefits or provides human activities. C2.4.1; C2.4.2 C3: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. C3.4.1; C3.4.2; C3.4.3 C4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. C4.4.1; C4.4.2; C4.4.3 H1: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1; H2.4.2; H2.4.3 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.3 - Narrative (Historical Fiction) W.4.5; W.4.6; W.4.7; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7		Unit 4-ELA & SS Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? WA SS Content Standards: E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.2; E2.4.3; E2.4.4; E2.4.5 E3: Knows that the government has a role in the economy. E3.4.1; E3.4.2; E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1; E4.4.2; E4.4.3 H1: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1; H2.4.2; H2.4.3 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.2 - Informative (Research Paper) W.4.6; W.4.7; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7			



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NEXT GENERATION SCIENCE STANDARDS

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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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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	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

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Sample Yearlong Biliteracy Map - 4th Grade 50/50					
Unit 1: SLA & SC: Internal and External Structures	Unit 2: SLA & SC: Energy & Transfer of Information	Unit 3: SLA & SC: Our Planet's Energy	Unit 4: SLA & SC: Earth's Natural Processes	Unit 5: SLA & SC: Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS3-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS3-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.	Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and provide answers about the changes in energy that occur when objects collide. 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Draw a diagram that shows how to break down a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How does our planet's energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Draw a diagram that shows how to break down a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How can we use information gathered in studying patterns of phenomena to reduce the impact of Earth's natural processes? Content Standards: NGSS 4-ESS3-1 Identify evidence that patterns in rock formations and fossils can be used to predict patterns of change in a landscape over time. 4-ESS3-2 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or the ocean. 4-ESS3-3 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-4 Develop a model to describe patterns in terms of distribution and movement and the factors that affect them. 4-ETS1-2 Draw a diagram that shows how to break down a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How do people use technology to transfer information? Content Standards: NGSS 4-PSA-3 Generate and compare multiple solutions that use patterns to transfer information. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
Writing Standards - W.4.3 - Narrative Fiction W.4.4, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Text RI.4.3, RI.4.6, RI.4.9	Writing Standards - W.4.2 - Informational (How-To/ Digital Book) W.4.4, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Text RI.4.2, RI.4.5, RI.4.8	Writing Standards - W.4.1 - Opinion (Design Solution Project) W.4.4, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Text RI.4.3, RI.4.6, RI.4.7	Writing Standards - W.4.1 - Opinion - Editorial W.4.4, W.4.5, W.4.7, W.4.8, W.4.10 Reading Standards - Informational Text RI.4.2, RI.4.4, RI.4.6, RI.4.7	Writing Standards - W.4.3 Narrative (Fiction or Nonfiction Personal Essay) W.4.4, W.4.5, W.4.7, W.4.8, W.4.10 Reading Standards - Informational Text RI.4.2, RI.4.3, RI.4.6, RI.4.9	

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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	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

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Blue reflects what will be taught in English

ALL of the Social Studies standards for that grade level are incorporate across the year.

SS instruction is facilitated in English all year long.

The SS standards are strategically bundled from concrete to abstract across the year.

In this case, math is also taught in English and has its own map.

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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - 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)	
10:30 - 11:00	Intervention Block	Bilingual
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math	ENGLISH
1:15-2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS 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	ENGLISH
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English

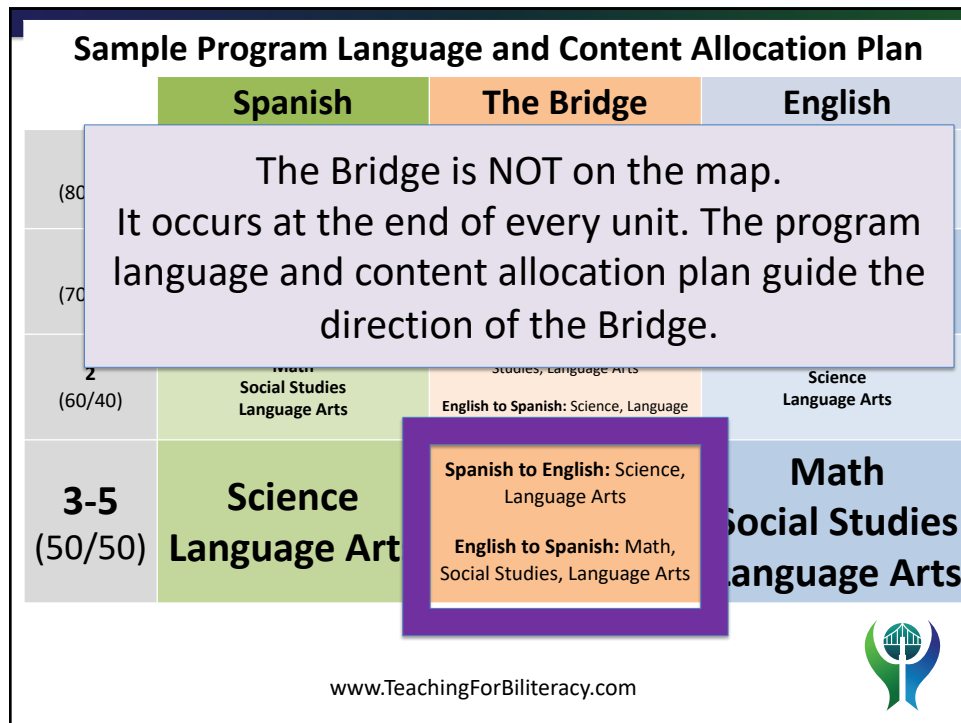
Formative Assessment

- Observation
- Self-reflection
- Peer-review
- Student portfolios
- Student self-assessment
- Student feedback
- Student reflection
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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 - 4th Grade 50/50

[illegible]

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Unit 1 - SLA & SC: Internal and External Structures		Grade Level 3 - Language and Content Allocation 50% Spanish; 50% English (Math in English)		Unit 4 - SLA & SC: Earth's Natural Processes		Unit 5 - SLA & SC: Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals?		Unit 2 - SLA & SC: Energy & Transfer of Energy		Essential Question: How does our environment transfer energy?		Essential Question: How do people use technology to transfer information?	
Content Standards: NGSS: 4-PS2-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.		Content Standards: NGSS 4-PS2-1 Use evidence to construct an argument about the transfer of energy to or from an object, and how the transfer of energy results in changes in the motion of the object. 4-PS2-2 Ask questions and predict outcomes about the transfer of energy from one form to another. 4-PS2-3 Apply scientific ideas to design projects, solve problems, and test solutions. 4-PS2-4 Define a simple energy model that includes weathered matter for matter. 4-PS2-5 Develop and compare simple models based on how and why each object moves. 4-PS2-6 Develop and compare simple models based on how and why objects move. 4-PS2-7 Develop and compare simple models or prototypes that can be improved.		Unit 3 - SLA & SC: Our Shared Energy Essential Question: How does our shared energy transfer energy?		Unit 4 - SLA & SC: Earth's Natural Processes Essential Question: How does our environment transfer energy?	
Writing Standards -W.4.3-narrative W.4.3-1, W.4.3-2, W.4.3-3, W.4.3-4, W.4.3-5, W.4.3-6, W.4.3-7, W.4.3-8, W.4.3-9, W.4.3-10, W.4.3-11, W.4.3-12 Reading Standards -RL.4.3 RL.4.3-1, RL.4.3-2, RL.4.3-3, RL.4.3-4, RL.4.3-5, RL.4.3-6, RL.4.3-7, RL.4.3-8, RL.4.3-9		Writing Standards -W.4 (How To Write) W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, W.4.11, W.4.12 Reading Standards -RL.4.2 RL.4.2-1, RL.4.2-2, RL.4.2-3, RL.4.2-4, RL.4.2-5, RL.4.2-6, RL.4.2-7, RL.4.2-8, RL.4.2-9, RL.4.2-10, RL.4.2-11, RL.4.2-12		Unit 5 - SLA & SC: Technology & Transfer of Information Essential Question: How do people use technology to transfer information?		Unit 6 - SLA & SC: The Human Body Essential Question: How does the human body transfer information?	
Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Which rules? WA SS Content Standards: C1. Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.6, C1.4.5 C2. Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3 C3. Knows that there are different communities' reality and that there may be different rules for different communities. C3.1.1, C3.1.2, C3.1.3, C3.1.4, C3.1.5 C4. Understands that when one shows concern for the well-being of one's class, nation, and community, one is being "civic minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4 Social Studies Basics: 5551-5552, 5553, 5554		Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Which rules? Essential Questions during new community's growth WA SS Content: C1. Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.6, C1.4.5 C2. Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3 C3. Knows that there are different communities' reality and that there may be different rules for different communities. C3.1.1, C3.1.2, C3.1.3, C3.1.4, C3.1.5 C4. Understands that when one shows concern for the well-being of one's class, nation, and community, one is being "civic minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4 Social Studies Basics: 5551-5552, 5553, 5554		Unit 7 - SLA & SC: The Human Body Essential Question: How does the human body transfer information?		Unit 8 - SLA & SC: The Human Body Essential Question: How does the human body transfer information?	
Reading Standards -Informational Texts - RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7		Reading Standards -Informational Texts - RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7		Reading Standards -Literary Texts RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.9		Reading Standards -Literary Texts RL.4.2, RL.4.3, RL.4.7	

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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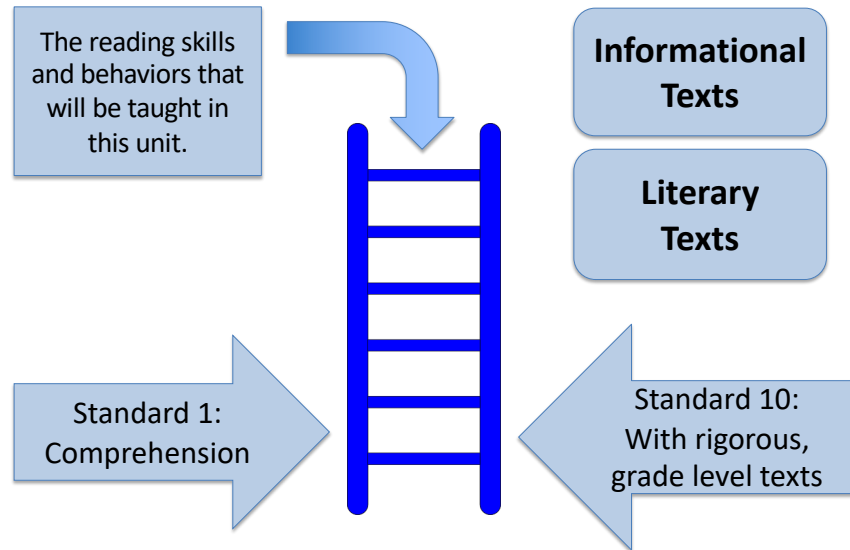


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Organization of the CCSS Reading Standards K-12



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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 stories, including key details.	2. Con sugerencias y apoyo, recuentan cuentos que les ayudando 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 importantes en un cuento.
Craft and Structure	Composición y estructura
4. Ask and answer questions about words and phrases in a text. (See grade 4-6 standards for additional expectations on language for additional expectations.) CA	4. Hacen y contestan preguntas sobre palabras y frases en un texto. (Ver los estándares 4-6 de lenguaje para expectativas adicionales.) CA
5. Recognize common types of texts, stories, poems, fantasy, and realism. CA	5. Reconocen tipos comunes de textos, cuentos, poemas, textos de fantasía y realismo. CA
6. With prompting and support, name the author and illustrator of a story and define the role each in telling the story.	6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que cada uno 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 story's theme).	7. Con sugerencias y apoyo, describen la relación entre el cuento en donde aparecen (por ejemplo, cómo una ilustración representa la historia o el tema de un cuento).
8. Not applicable to literature.	8. No aplicable a literatura.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Con sugerencias y apoyo, comparan y contrastan las aventuras y experiencias de los personajes en historias 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 - 4th Grade 50/50

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)									
Unit 1 - ELA & SS - Civics and Salmon		Unit 2 - ELA & SS - Civics and Salmon		Unit 3 - ELA & SS - Civics and Salmon		Unit 4 - ELA & SS - Civics and Salmon		Unit 5 - ELA & SS - Civics and Salmon	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS4-4 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS4-5 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504	
Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9	
Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9	

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 – 4th grade 50/50

All the 4th grade reading standards (RI & RL) are represented on the map across the year. When standards are repeated, they increase in rigor.

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)									
Unit 1 - ELA & SS - Civics and Salmon		Unit 2 - ELA & SS - Civics and Salmon		Unit 3 - ELA & SS - Civics and Salmon		Unit 4 - ELA & SS - Civics and Salmon		Unit 5 - ELA & SS - Civics and Salmon	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS4-4 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS4-5 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504		Essential Question: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights take precedence? Content Standards: C1: Knows that different communities create rules to promote common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS501 SS502 SS503 SS504	
Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9	
Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Writing Standards - W.4.3 - Narrative - Fiction Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9	

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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.

Sample Yearlong Biliteracy Map – Kinder 80/20

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

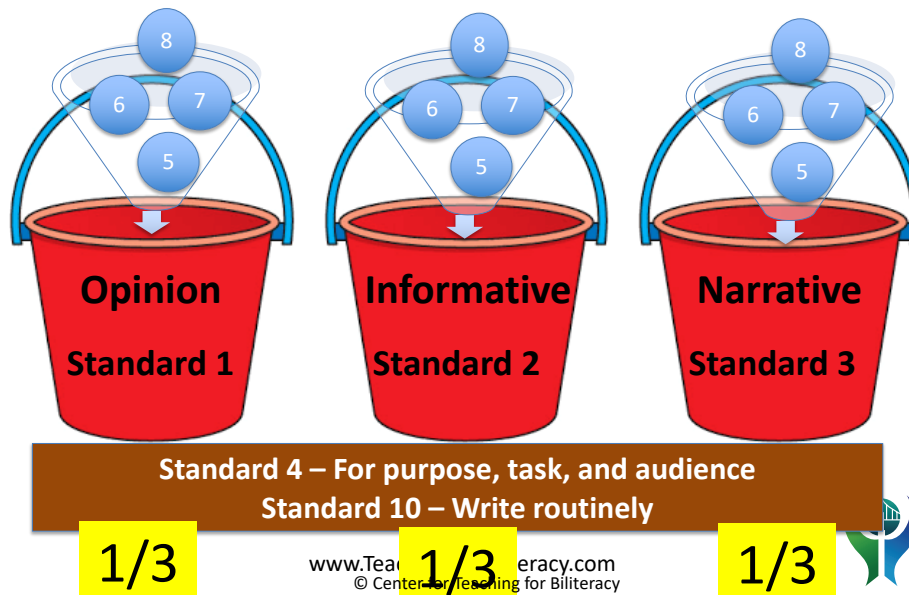
Information (people use text)	Information (people use text)	Information (people use text)	Information (people use text)	Information (people use text)
4-PS4-2 Devise and build a model to represent a phenomenon. 4-PS4-3 Construct an argument that plants and animals have internal and external structures that function to support growth, survival, behavior, and reproduction. 4-PS4-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	4-PS4-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4-PS4-5 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-PS4-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	4-ETS1-2 Analyze and interpret data from maps to describe patterns of Earth's features. 4-ETS1-3 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ETS1-4 Develop a model of a system to describe patterns in terms of relationships and how they change over time. 4-ETS1-5 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Writing Standards - W4.3 - Narrative Fiction W4.4, W4.5, W4.6, W4.9, W4.10	Writing Standards - W4.2 - Informational - (How to Digital Book) W4.4, W4.5, W4.6, W4.9, W4.10	Writing Standards - W4.1 - Opinion (Design Solution Project) W4.4, W4.5, W4.6, W4.9, W4.10	Writing Standards - W4.1 - Opinion - Editorial W4.4, W4.5, W4.7, W4.8, W4.10	Writing Standards - W4.3 Narrative - (Fiction or Nonfiction Personal Essay) W4.4, W4.5, W4.6, W4.9, W4.10
RL4.3, RL4.6, RL4.9	RL4.2, RL4.5, RL4.9	RL4.3, RL4.6, RL4.9	RL4.2, RL4.4, RL4.5, RL4.7	RL4.3, RL4.5, RL4.6, RL4.9
Unit 1-ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rules? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1, C3.4.2, C3.4.3, C3.4.4, C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4, C4.4.5 Writing Standards - W4.2 - Informational - Fact Sheet W4.7, W4.8, W4.9, W4.10	Unit 2 ELA & SS: Essential Questions: How did different communities view historical events during non-Native exploration into what is now WA? How does a community's point of view affect how they interpret and describe events? WA SS Content Standards: H1: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. H1.4.1, H1.4.2, H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1, H2.4.2, H2.4.3, H2.4.4 H4: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H4.4.1, H4.4.2, H4.4.3, H4.4.4 C1: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important in understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us. C1.4.1, C1.4.2 Writing Standards - W4.1 - Opinion - (Double Point of View Editorial) W4.5, W4.7, W4.9, W4.10	Unit 3-ELA & SS Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-Native population? WA SS Content Standards: C1: Knows that the world around us is made up of different cultures, languages, and different perspectives, when looking at the world around us. C1.4.1, C1.4.2 C2: Knows that the human environment determines an essential aspect of human life at all scales and that they occur at local-regional scales. Human actions modify the physical environment and, in turn, the physical environment feeds or provides basic activities. C2.4.1, C2.4.2 C4: Knows that people, products, and ideas can move, connecting local and global. C4.4.1, C4.4.2 E1: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E1.4.1, E1.4.2 E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2 E3: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2 H2: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1, H2.4.2, H2.4.3 Writing Standards - W4.3 - Narrative - (Historical Fiction) W4.5, W4.9, W4.10	Unit 4-ELA & SS Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? WA SS Content Standards: E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2, E2.4.3, E2.4.4, E2.4.5 E3: Knows that the government has a role in the economy. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2 H2: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1, H2.4.2, H2.4.3 Writing Standards - W4.2 - Informative - (Research Paper) W4.5, W4.7, W4.8, W4.9, W4.10	
RL4.2, RL4.5, RL4.9	RL4.3, RL4.6, RL4.9	RL4.3, RL4.4, RL4.6, RL4.9	RL4.2, RL4.5, RL4.9	RL4.3, RL4.5, RL4.6, RL4.9

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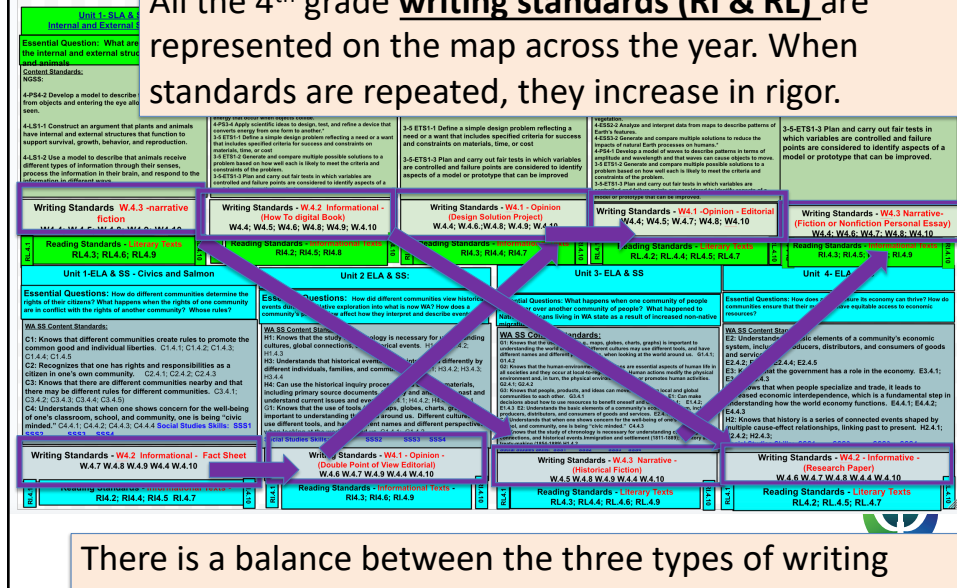
Organization of the CCSS Writing Standards



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Sample Yearlong Biliteracy Map – 4th grade 50/50

All the 4th grade writing standards (RI & RL) are represented on the map across the year. When standards are repeated, they increase in rigor.



There is a balance between the three types of writing

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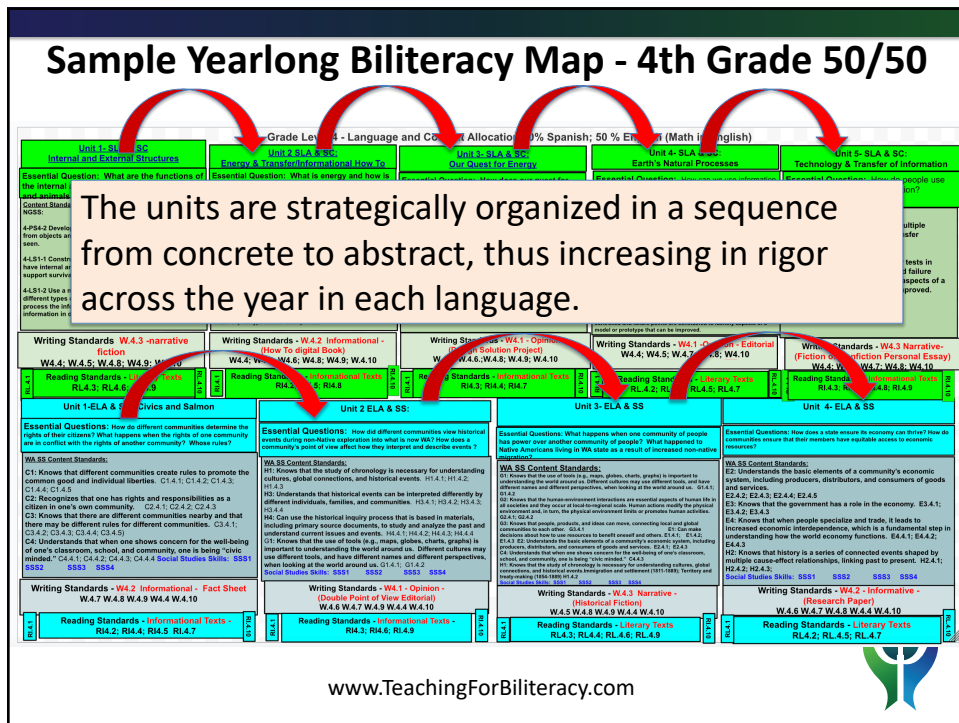
Biliteracy Map Scavenger Hunt

- 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?**

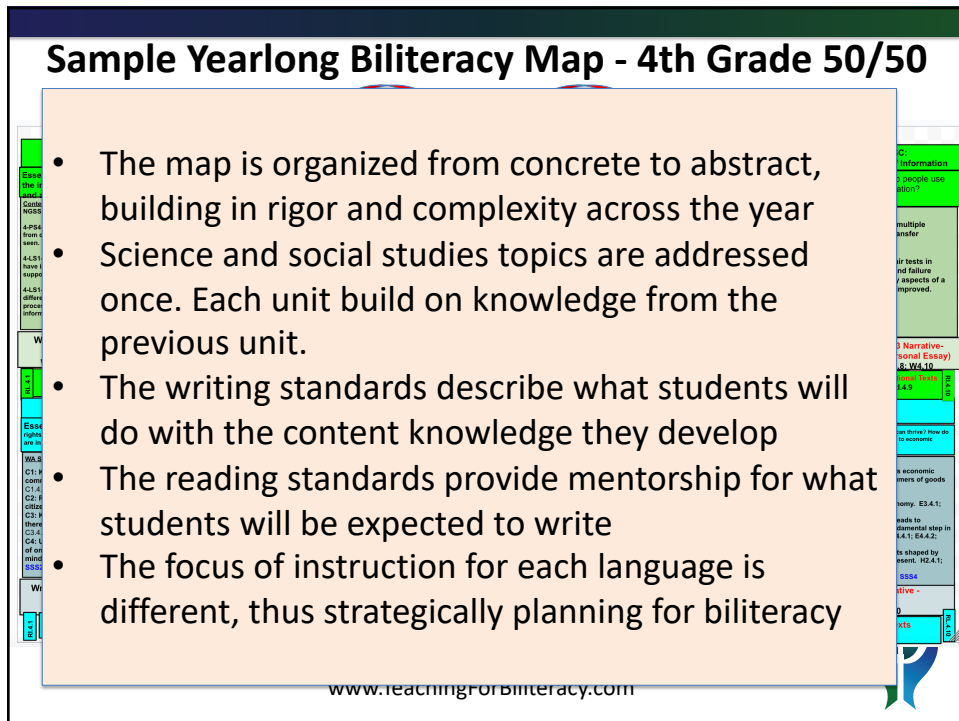
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Overview: Biliteracy Curriculum Mapping Process	
Steps	Components
I.A. Program Design and First Draft of Biliteracy Curriculum Map	- Develop the program Vision and Pedagogy Statement - Create the Language and Content Allocation Plan for all grades - Review the instructional shifts of the standards: - NGSS - C3 Framework for SS - CCSS Language Arts (page 1 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. - 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.
I.B. Record, Reflect and Revise	- Evaluate the content standards 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 language arts standards in both languages. - 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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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language Arts		English (Math in English)	
Unit 1: SLA & SC: Internal and External Structures	Unit 2: SLA & SC: Energy & Transfer of Information	Unit 3: SLA & SC: Our Quest for Energy	Unit 4: SLA & SC: Earth's Natural Processes
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS2-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-ESS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-ESS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the flow of energy to the behavior of objects. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by light, heat, and sound. 4-PS3-3 Ask questions and predict outcomes about the change in energy that occurs when objects collide. 4-PS3-4 Apply scientific ideas to design, test, and refine a device that transfers energy from one form to another. 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Generate and compare multiple possible solutions (drawn from how and what is used) to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How does our quest for energy impact our natural environment? Content Standards: NGSS 4-ESS2-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS2-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS2-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How can we use information about Earth's cycles to support an argument about the importance of the impact of the sun and atmosphere on the water cycle? Content Standards: NGSS 4-ESS2-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS2-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS2-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Writing Standards - W.4.3 - Narrative Fiction W.4.3, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.2 - Informational (How It Works) W.4.2, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.1 - Opinion (Design Solution Project) W.4.1, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.4 - W.4.5 W.4.4, W.4.5, W.4.8, W.4.9, W.4.10
Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9	Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9	Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9	Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9
Unit 1-ELA & SS: Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights?	Unit 2-ELA & SS: Essential Questions: How do different communities view history as they tell their story? What is the role of history in a community's point of view? How do they interpret and describe events?	Unit 3-ELA & SS: Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA?	Unit 4-ELA & SS: Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?
Writing Standards - W.4.3 - Narrative Fiction W.4.3, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.2 - Informational (How It Works) W.4.2, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.1 - Opinion (Design Solution Project) W.4.1, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.4 - W.4.5 W.4.4, W.4.5, W.4.8, W.4.9, W.4.10
Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9	Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9	Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9	Reading Standards - R.4.3, R.4.6, R.4.9 R.4.3, R.4.6, R.4.9

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language Arts						English (Math in English)					
Unit 1: SLA & SC: Internal and External Structures			Unit 2: SLA & SC: Energy & Transfer of Information			Unit 3: SLA & SC: Earth's Natural Processes			Unit 4: SLA & SC: Technology & Transfer of Information		
Essential Question: What are the functions of the internal and external structures of plants and animals?			Essential Question: What is energy and how is it transferred?			Essential Question: How does our quest for energy impact our natural environment?			Essential Question: How can we use information to understand Earth's processes?		
Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the structure of an object to the energy of that object. 4-PS3-2 More evidence to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the change in energy that occurs when objects collide. 4-PS3-4 Apply scientific ideas to design, build, and refine a model that grows energy from one form to another. 4-ESS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.			Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.			Content Standards: NGSS 4-ESS2-1 Make observations and/or measurements to identify patterns in the data. 4-ESS2-2 Analyze and interpret data to show a simple pattern and explain how the pattern changes over time. 4-ESS2-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.			Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		
Writing Standards - W.4.3 Narrative W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.3 Narrative RL.4.3, RL.4.6, RL.4.9			Writing Standards - W.4.2 Informational W.4.2, W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.2 Informational RI.4.2, RI.4.5, RI.4.8			Writing Standards - W.4.1 Opinion W.4.1, W.4.2, W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.1 Opinion RI.4.1, RI.4.4, RI.4.7			Writing Standards - W.4.3 Narrative W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.3 Narrative RL.4.3, RL.4.6, RL.4.9		
Unit 1-ELA & SS - Civics and Salmon			Unit 2-ELA & SS - History			Unit 3-ELA & SS - Science			Unit 4-ELA & SS - Economics		
Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights?			Essential Questions: How did different communities view historical events during non-Native exploration into what is now WA? How does a community's point of view affect how they interpret and describe events?			Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native settlement?			Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?		
WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS.91 SS.92 SS.93 SS.94			WA SS Content Standards: H1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. H1.4.1; H1.4.2; H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1; H2.4.2; H2.4.3; H2.4.4 H3: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H3.4.1; H3.4.2; H3.4.3; H3.4.4 H4: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important for understanding the world around us. H4.4.1; H4.4.2 H5: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." H5.4.1; H5.4.2; H5.4.3; H5.4.4 Social Studies Skills: SS.91 SS.92 SS.93 SS.94			WA SS Content Standards: E1: Knows that the natural environment shapes the natural aspects of human life and societies and that human activities modify the physical environment and, in turn, the physical environment limits or provides human activities. E1.4.1; E1.4.2 E2: Knows that people, products, and ideas can move, connecting local and global. E2.4.1; E2.4.2 E3: Knows that people, products, and ideas can move, connecting local and global. E3.4.1; E3.4.2 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental part of understanding how the world economy functions. E4.4.1; E4.4.2; E4.4.3 E5: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. E5.4.1; E5.4.2; E5.4.3 Social Studies Skills: SS.91 SS.92 SS.93 SS.94			WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: SS.91 SS.92 SS.93 SS.94		
Writing Standards - W.4.2 Informational - Fact Sheet W.4.2, W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.2 Informational - Fact Sheet RI.4.2, RI.4.4, RI.4.5, RI.4.7			Writing Standards - W.4.1 Opinion (Double Point of View Editorial) W.4.1, W.4.2, W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.1 Opinion RI.4.1, RI.4.4, RI.4.7			Writing Standards - W.4.3 Narrative - Historical Fiction W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.3 Narrative - Historical Fiction RL.4.3, RL.4.4, RL.4.6, RL.4.9			Writing Standards - W.4.2 Informational - Research Paper W.4.2, W.4.3, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.2 Informational - Research Paper RI.4.2, RI.4.4, RI.4.5, RI.4.7		

Formative Assessment

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Biliteracy Unit Framework

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

- Academic listening and speaking necessary for content instruction
- Developed at the beginning of the unit and whenever new language is introduced

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

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 - 4th Grade 50/50

Grade Level 4 - Language and Content Allocation 50/50 Spanish/English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20– 10:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - 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	
10:30 - 11:00	Intervention Block	Bilingual
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math	ENGLISH
1:15-2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS 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	ENGLISH
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English

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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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