

Sample Instruction for Grades 3rd-5th



March 5, 2026
Sheridan Way, VUSD
Karen Beeman
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3-5: Spanish Language Proficiency Levels

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Señalar dibujos, palabras, o frases según lo indicado - Seguir instrucciones orales de un paso (ejemplo: físicamente o a través de dibujos) - Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (ejemplo: "¿Cuál de estos objetos es una piedra?") - Emparejar lenguaje oral del salón de clase con rutinas diarias	- Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales - Acomodar dibujos u objetos según información oral - Seguir instrucciones verbales de dos pasos - Hacer dibujos que respondan a instrucciones verbales - Evaluar información oral (ejemplo: las opciones para el almuerzo)	- Seguir instrucciones verbales de múltiples pasos - Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos - Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas - Ordenar dibujos de cuentos, procesos o pasos orales	- Interpretar información oral y aplicarla a situaciones nuevas - Identificar puntos y detalles ilustrados principales a través de discurso oral - Inferir y actuar en relación a información oral - Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	- Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar - Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral - Distinguir entre lenguaje literal y figurativo en discurso oral - Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente	Nivel 6 - Alcanzando
HABLAR	- Expresar necesidades o condiciones básicas - Nombrar objetos, personas, diagramas, o dibujos que han sido pre-enseñados - Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente - Contestar preguntas de selección múltiple y preguntas de sí o no	- Hacer preguntas simples cotidianas (ejemplo: "¿Quién faltó hoy a clases?") - Reformular hechos de contenido académico - Describir dibujos, eventos, objetos o personas usando frases u oraciones cortas - Compartir información básica social con sus compañeros	- Contestar preguntas simples de contenido académico - Recontar/contar cuentos cortos o eventos - Predicir algo o hacer un hipótesis por medio de ejecutar un discurso - Ofrecer soluciones para conflicto social - Presentar información con contenido académico - Participar en la resolución de problemas	- Contestar preguntas de opinión con detalles que apoyen un argumento - Hablar acerca de cuentos, asuntos y conceptos - Dar presentaciones orales de contenido académico - Ofrecer soluciones creativas para resolver asuntos/problemas - Comparar/Contrastar relaciones y funciones con contenido académico	- Justificar/defender opiniones o explicaciones con apoyo de evidencia - Dar presentaciones con contenido académico usando vocabulario técnico - Ordenar en secuencia los pasos para resolver problemas según el grado escolar - Explicar resultados en detalles de una investigación (ejemplo: experimento científico)	Nivel 6 - Alcanzando

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3-5: Spanish Language Proficiency Levels

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
LEER	• Emparejar íconos o diagramas con palabras/conceptos • Identificar cognados del lenguaje nativo, según se apliquen • Hacer conexiones con sonido/símbolos/palabras • Emparejar palabras/frases ilustradas en diferentes contextos (ejemplo: en la pizarra, en un libro)	• Identificar hechos o mensajes específicos de un texto ilustrado • Encontrar cambios a la raíz de una palabra en un contexto específico • Identificar elementos de un cuento (ejemplo: personajes, lugar) • Seguir instrucciones escritas con apoyos visuales (ejemplo: "Dibuja una estrella en el cielo")	• Interpretar información o datos de cuadros o de un gráfico • Identificar las ideas principales y algunos detalles • Ordenar eventos de un cuento o procesos de contenido académico • Usar pistas del contexto e ilustraciones para determinar el significado de palabras/frases	• Clasificar características de varios géneros de texto (ejemplo: "y vivieron felices para siempre" – cuentos de hadas) • Emparejar organizadores gráficos con diferentes textos (ejemplo: comparar/contrastar con un diagrama de Venn) • Encontrar detalles que apoyen las ideas principales • Diferenciar entre un hecho y una opinión en	• Resumir información de diferentes orígenes relacionados entre sí • Contestar preguntas analíticas acerca de texto al nivel del grado escolar • Identificar, explicar y dar ejemplos de elementos del lenguaje retórico • Sacar conclusiones de un texto explícito o implícito al nivel de grado o cerca del nivel de grado escolar	Nivel 6 - Alcanzando
ESCRIBIR	• Etiquetar objetos, dibujos, o diagramas usando bancos de palabras o frases • Comunicar ideas a través de dibujos • Copiar palabras, frases y oraciones cortas • Contestar preguntas orales con una palabra	• Hacer listas de etiquetas con compañeros • Completar/producir oraciones usando bancos de palabras o frases • Completar organizadores gráficos, cuadros o tablas • Hacer comparaciones usando materiales de la vida real o apoyos visuales	• Crear un texto narrativo o expositivo simple • Unir oraciones relacionadas • Comparar/Contrastar información con contenido académico • Describir eventos, personas, procesos o pasos	• Tomar notas usando organizadores gráficos • Resumir información con contenido académico • Crear múltiples formas de escritura siguiendo un modelo (ejemplo: texto narrativo, texto persuasivo) • Explicar estrategias o el uso de información para resolver problemas	• Escribir texto original al nivel de grado escolar • Aplicar información con contenido académico a nuevos contextos • Conectar o integrar experiencias personales con contenido/literatura • Crear informes o cuentos al nivel de grado escolar	Nivel 6 - Alcanzando

3

3-5: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

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3-5: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky.")	- Interpret information or data from charts and graphs - Identify main ideas and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main ideas - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	- Label objects, pictures, or diagrams from word/phrase banks - Communicate ideas by drawing - Copy words, phrases, and short sentences - Answer oral questions with single words	- Make lists from labels or with peers - Complete/produce sentences from word/phrase banks or walls - Fill in graphic organizers, charts, and tables - Make comparisons using real-life or visually-supported materials	- Produce simple expository or narrative text - String related sentences together - Compare/contrast content-based information - Describe events, people, processes, procedures	- Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	- Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports	

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What is literacy?

SIMPLE VIEW OF READING

The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate

for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic. For a more in-depth understanding of the subcomponents within word recognition (WR) and language comprehension (LC), we turn next to Scarborough's Reading Rope.



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.



Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

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El patojo

Luego de ponerse la chumpa, el patojo salió hacia el obelisco con su chucho para comerse una champurrada cuando se le atravesó un chompipe.

- ¿Cuántas sílabas tiene chumpa, chucho, champurrada, y chompipe?
- ¿Quién iba hacia el obelisco?
- Dibuja al patojo, el obelisco, la champurrada, el chucho y el chompipe

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Word Recognition Constrained K-2

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

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Language Comprehension

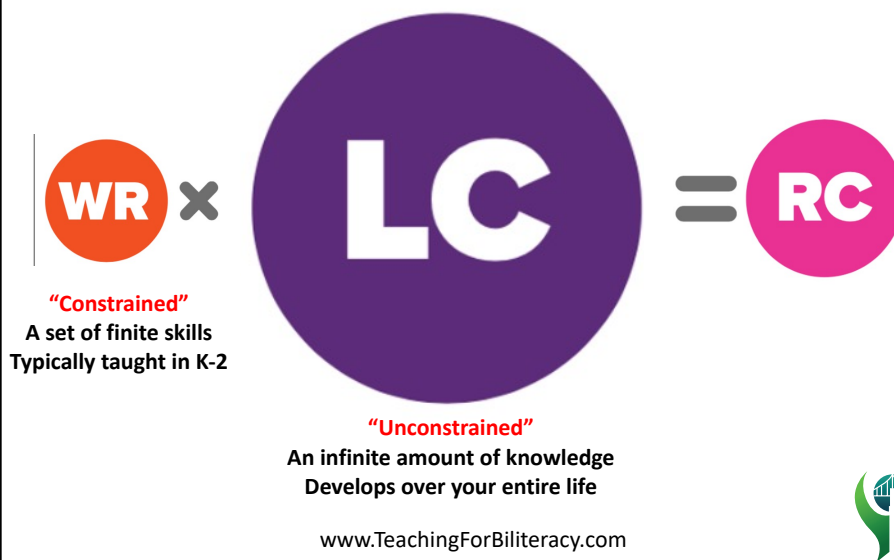
Unconstrained (entire life)

- Background Knowledge
- Vocabulary Knowledge
- Language Structures (syntax)
- Verbal Reasoning
- Literacy knowledge

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Simple View of Reading



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WR

"Constrained"
A set of finite
Typically to

LC

"Unconstrained"
An infinite amount of knowledge
Develops over your entire life

Developing Bilinguals need instruction that develops their Language Comprehension first.

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El patojo

Luego de ponerse la **chumpa**, el **patojo** salió hacia el **obelisco** con su **chucho** para comerse una **champurrada** cuando se le atravesó un **chompipe**.

- ¿Cuántas sílabas tiene chumpa, chucho, champurrada, y chompipe?
- ¿Quién iba hacia el obelisco?
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Una chumpa



CHUMPA NIKE BILITERACY.COM
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El patojo



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El obelisco



19

Un chucho



20

Una chamburrada



21

El chompipe



22

El patojo

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Simple View of Reading



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Sally

What is the text about?

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Sally

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked but she didn't have a fan that was sufficiently powerful. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section.

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Knowledge:
**Sally is trying to get rid
 of her neighbors.**

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Talk to Your Partner:



- The “patojo” and “Sally” experiences helped us understand that _____.
- To avoid our students feeling like we did, our instruction should _____.

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Word Recognition

urodjenik	nenormalan	nepogodan
učenik	nepostovanje	nevredan
zatvorenik	optuženik	

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What

WR
"Constrained"
A set of finite
Typically to

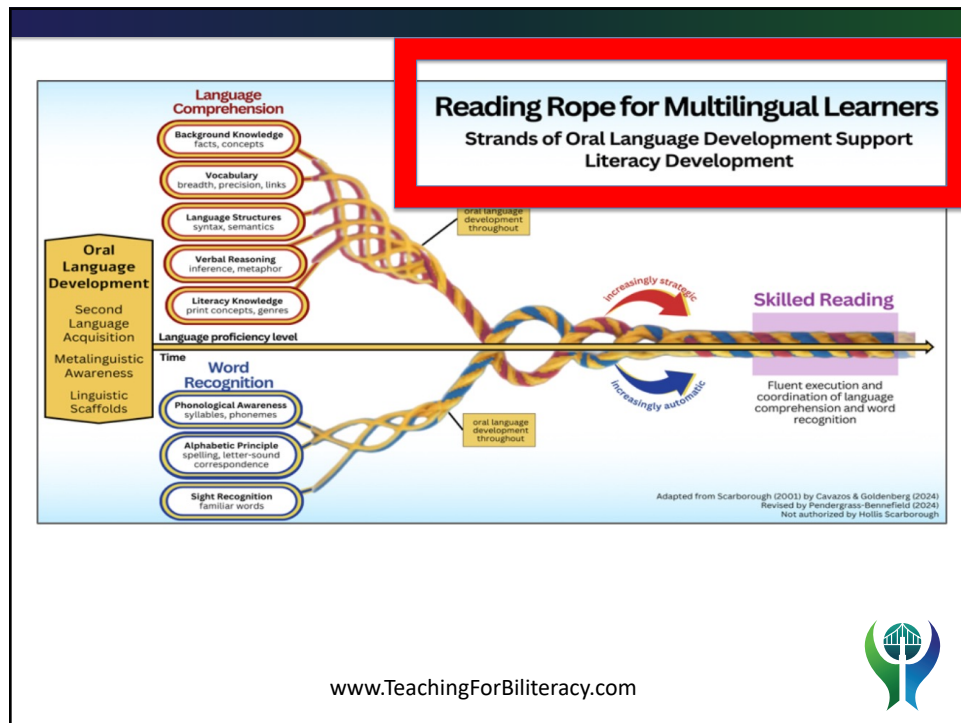


"Unconstrained"
An infinite amount of knowledge
Develops over your entire life

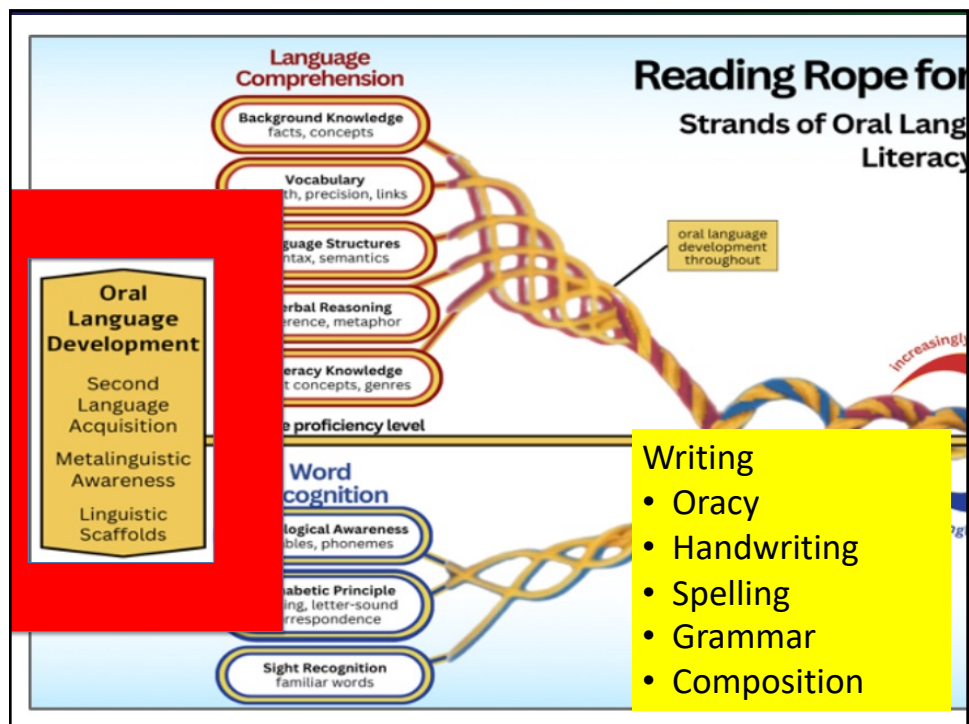
**Developing
Bilinguals need
instruction that
develops their
Language
Comprehension
first.**



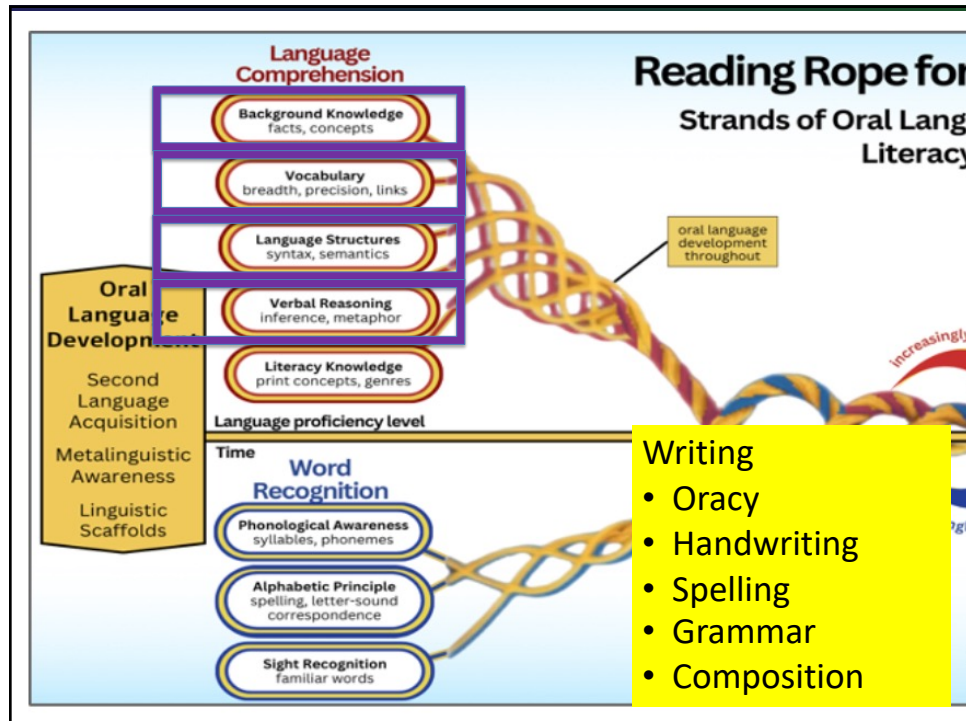
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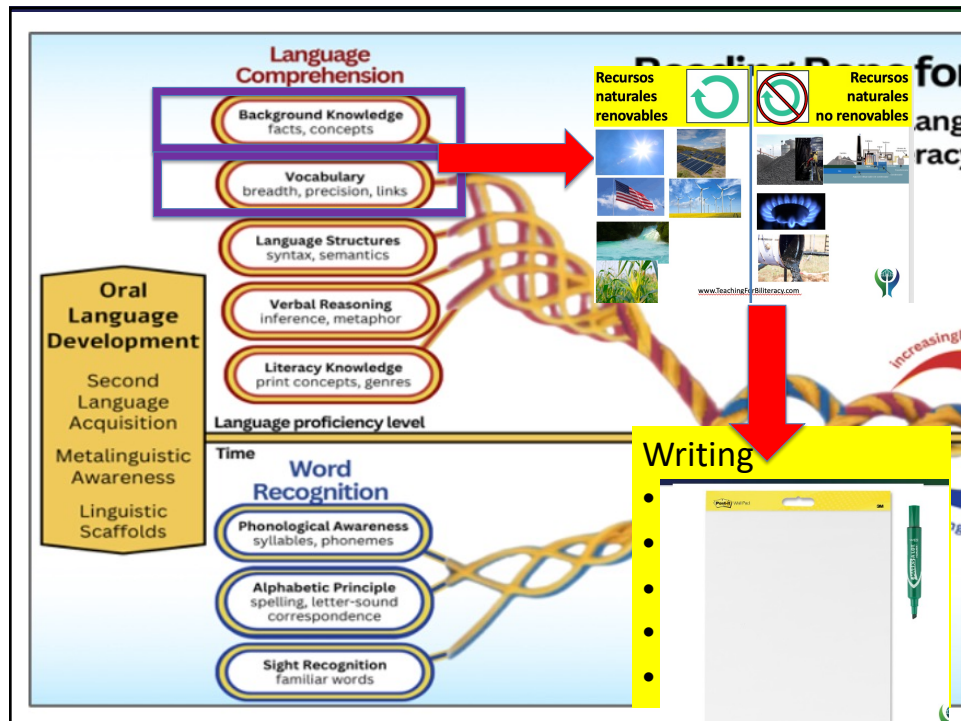
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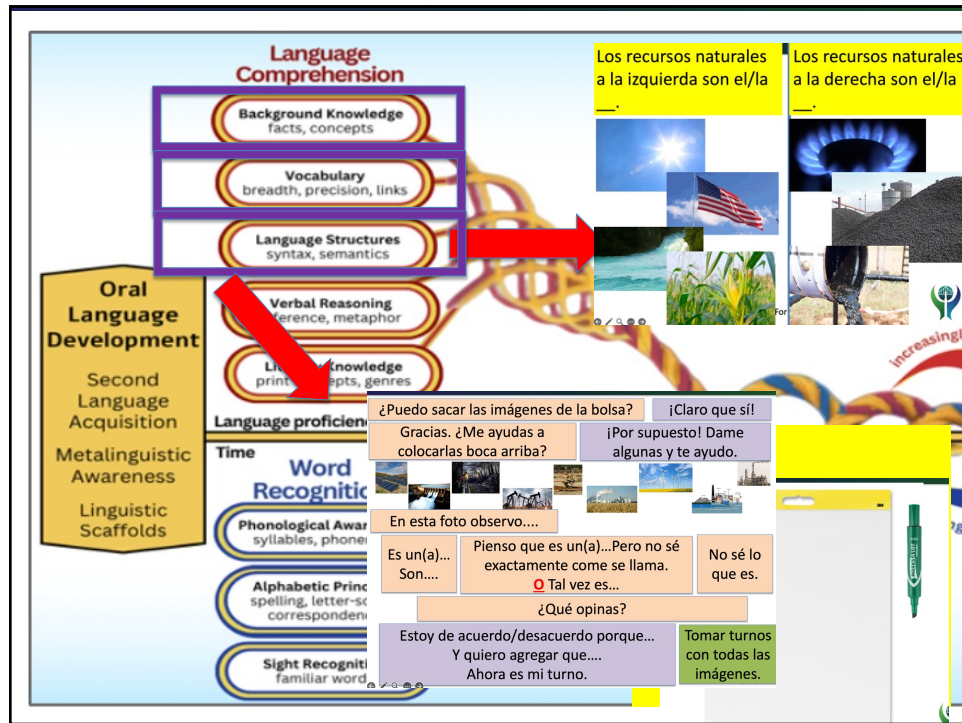
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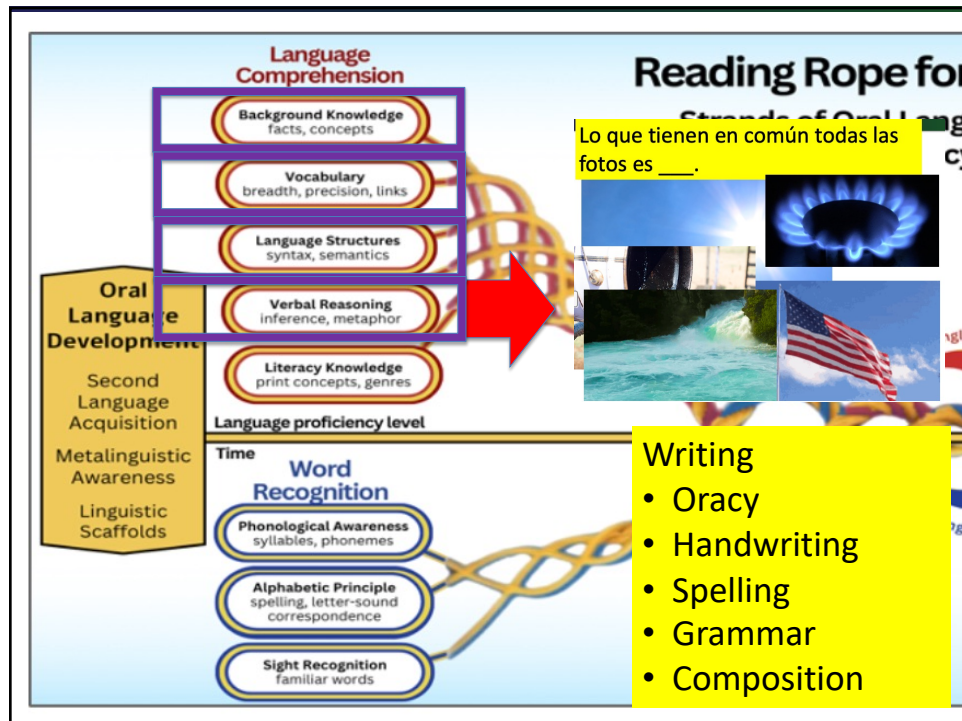
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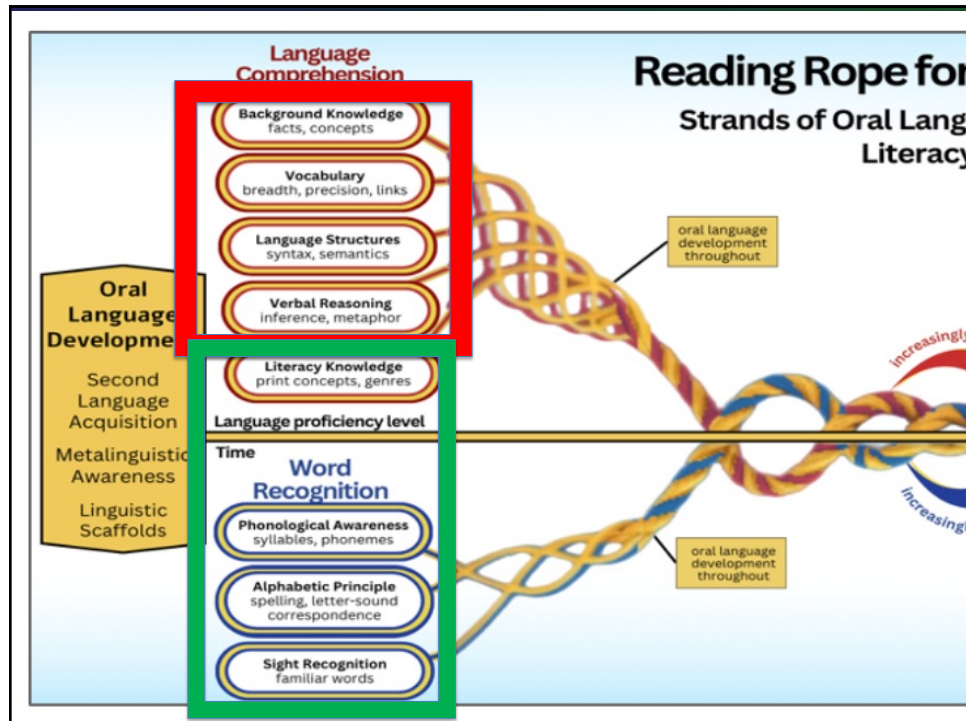
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4 th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE						
	Outcomes					
	4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.					
	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/Images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners	
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

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Sensory Supports		Language Supports			Formative Supports	
Pictures/map		Whole group			Strategic partners	
Total Physical Response		Demonstrates			productive language	
Identifies examples of natural resources by exhibiting receptive language (actions during TPR)		Demonstrates			productive language by speaking words with TPR	
Student name:	los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo el gas natural	los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo el gas natural	las fuentes de energía renovables no renovables reponer	las fuentes de energía renovables no renovables reponer	el aparato o el mecanismo captura lo convierte la energía los paneles solares las turbinas eólicas la represa hidroeléctrica la minería la fábrica la bomba de fracturación extrae un pozo poner en marcha	el aparato o el mecanismo captura lo convierte la energía los paneles solares las turbinas eólicas la represa hidroeléctrica la minería la fábrica la bomba de fracturación extrae un pozo poner en marcha

Standards from the map

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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	Unit 5: SLA & SC: Technology & Transfer of Information	Formative Assessment
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-PS2-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS2-4 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 that object. 4-PS3-2 Make observations to provide evidence that energy is transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the changing energy that occur 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 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 quest 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-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 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 about Earth's natural resources to improve our lives? 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-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 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-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 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 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.	
Writing Standards - W.4.3 Narrative (Fiction) W.4.3, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.3 Narrative (Fiction) RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7	Writing Standards - W.4.2 Informational (How to Explain) W.4.2, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.2 Informational (How to Explain) 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.4.1, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.1 Opinion (Design Solution Project) RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7	Writing Standards - W.4.4 Narrative (Fiction or Nonfiction Personal Essay) W.4.4, W.4.5, W.4.7, W.4.8, W.4.10 Reading Standards - W.4.4 Narrative (Fiction or Nonfiction Personal Essay) RL.4.4, RL.4.5, RL.4.6, RL.4.7	Writing Standards - W.4.2 Informational (Expository/Technical) W.4.2, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.2 Informational (Expository/Technical) RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7	
Unit 1-ELA & SS - Civics and Salmon	Unit 2-ELA & SS - History and Geography	Unit 3-ELA & SS - Science and Technology	Unit 4-ELA & SS - Social Studies	Unit 5-ELA & SS - Science and Technology	
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? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1, C1.2, C1.3, C1.4, C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1, C3.2, C3.3, C3.4, C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.1, C4.2, C4.3, C4.4, C4.5, C4.6, C4.7, C4.8, C4.9, C4.10, C4.11, C4.12, C4.13, C4.14, C4.15, C4.16, C4.17, C4.18, C4.19, C4.20, C4.21, C4.22, C4.23, C4.24, C4.25, C4.26, C4.27, C4.28, C4.29, C4.30, C4.31, C4.32, C4.33, C4.34, C4.35, C4.36, C4.37, C4.38, C4.39, C4.40, C4.41, C4.42, C4.43, C4.44, C4.45, C4.46, C4.47, C4.48, C4.49, C4.50, C4.51, C4.52, C4.53, C4.54, C4.55, C4.56, C4.57, C4.58, C4.59, C4.60, C4.61, C4.62, C4.63, C4.64, C4.65, C4.66, C4.67, C4.68, C4.69, C4.70, C4.71, C4.72, C4.73, C4.74, C4.75, C4.76, C4.77, C4.78, C4.79, C4.80, C4.81, C4.82, C4.83, C4.84, C4.85, C4.86, C4.87, C4.88, C4.89, C4.90, C4.91, C4.92, C4.93, C4.94, C4.95, C4.96, C4.97, C4.98, C4.99, C4.100	Essential Questions: How do different communities view historical events during non-fiction exploration? How do 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. H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H1.10, H1.11, H1.12, H1.13, H1.14, H1.15, H1.16, H1.17, H1.18, H1.19, H1.20, H1.21, H1.22, H1.23, H1.24, H1.25, H1.26, H1.27, H1.28, H1.29, H1.30, H1.31, H1.32, H1.33, H1.34, H1.35, H1.36, H1.37, H1.38, H1.39, H1.40, H1.41, H1.42, H1.43, H1.44, H1.45, H1.46, H1.47, H1.48, H1.49, H1.50, H1.51, H1.52, H1.53, H1.54, H1.55, H1.56, H1.57, H1.58, H1.59, H1.60, H1.61, H1.62, H1.63, H1.64, H1.65, H1.66, H1.67, H1.68, H1.69, H1.70, H1.71, H1.72, H1.73, H1.74, H1.75, H1.76, H1.77, H1.78, H1.79, H1.80, H1.81, H1.82, H1.83, H1.84, H1.85, H1.86, H1.87, H1.88, H1.89, H1.90, H1.91, H1.92, H1.93, H1.94, H1.95, H1.96, H1.97, H1.98, H1.99, H1.100	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: S1: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S1.10, S1.11, S1.12, S1.13, S1.14, S1.15, S1.16, S1.17, S1.18, S1.19, S1.20, S1.21, S1.22, S1.23, S1.24, S1.25, S1.26, S1.27, S1.28, S1.29, S1.30, S1.31, S1.32, S1.33, S1.34, S1.35, S1.36, S1.37, S1.38, S1.39, S1.40, S1.41, S1.42, S1.43, S1.44, S1.45, S1.46, S1.47, S1.48, S1.49, S1.50, S1.51, S1.52, S1.53, S1.54, S1.55, S1.56, S1.57, S1.58, S1.59, S1.60, S1.61, S1.62, S1.63, S1.64, S1.65, S1.66, S1.67, S1.68, S1.69, S1.70, S1.71, S1.72, S1.73, S1.74, S1.75, S1.76, S1.77, S1.78, S1.79, S1.80, S1.81, S1.82, S1.83, S1.84, S1.85, S1.86, S1.87, S1.88, S1.89, S1.90, S1.91, S1.92, S1.93, S1.94, S1.95, S1.96, S1.97, S1.98, S1.99, S1.100	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: E1: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E1.1, E1.2, E1.3, E1.4, E1.5, E1.6, E1.7, E1.8, E1.9, E1.10, E1.11, E1.12, E1.13, E1.14, E1.15, E1.16, E1.17, E1.18, E1.19, E1.20, E1.21, E1.22, E1.23, E1.24, E1.25, E1.26, E1.27, E1.28, E1.29, E1.30, E1.31, E1.32, E1.33, E1.34, E1.35, E1.36, E1.37, E1.38, E1.39, E1.40, E1.41, E1.42, E1.43, E1.44, E1.45, E1.46, E1.47, E1.48, E1.49, E1.50, E1.51, E1.52, E1.53, E1.54, E1.55, E1.56, E1.57, E1.58, E1.59, E1.60, E1.61, E1.62, E1.63, E1.64, E1.65, E1.66, E1.67, E1.68, E1.69, E1.70, E1.71, E1.72, E1.73, E1.74, E1.75, E1.76, E1.77, E1.78, E1.79, E1.80, E1.81, E1.82, E1.83, E1.84, E1.85, E1.86, E1.87, E1.88, E1.89, E1.90, E1.91, E1.92, E1.93, E1.94, E1.95, E1.96, E1.97, E1.98, E1.99, E1.100	Essential Questions: How do different communities view historical events during non-fiction exploration? How do 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. H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H1.10, H1.11, H1.12, H1.13, H1.14, H1.15, H1.16, H1.17, H1.18, H1.19, H1.20, H1.21, H1.22, H1.23, H1.24, H1.25, H1.26, H1.27, H1.28, H1.29, H1.30, H1.31, H1.32, H1.33, H1.34, H1.35, H1.36, H1.37, H1.38, H1.39, H1.40, H1.41, H1.42, H1.43, H1.44, H1.45, H1.46, H1.47, H1.48, H1.49, H1.50, H1.51, H1.52, H1.53, H1.54, H1.55, H1.56, H1.57, H1.58, H1.59, H1.60, H1.61, H1.62, H1.63, H1.64, H1.65, H1.66, H1.67, H1.68, H1.69, H1.70, H1.71, H1.72, H1.73, H1.74, H1.75, H1.76, H1.77, H1.78, H1.79, H1.80, H1.81, H1.82, H1.83, H1.84, H1.85, H1.86, H1.87, H1.88, H1.89, H1.90, H1.91, H1.92, H1.93, H1.94, H1.95, H1.96, H1.97, H1.98, H1.99, H1.100	
Writing Standards - W.4.2 Informational - Fact Sheet W.4.2, W.4.5, W.4.9, W.4.10, W.4.11 Reading Standards - W.4.2 Informational - Fact Sheet RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7	Writing Standards - W.4.1 Opinion - (Double Point of View Editorial) W.4.1, W.4.5, W.4.9, W.4.10, W.4.11 Reading Standards - W.4.1 Opinion - (Double Point of View Editorial) RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7	Writing Standards - W.4.3 Narrative - (Historical Fiction) W.4.3, W.4.5, W.4.9, W.4.10, W.4.11 Reading Standards - W.4.3 Narrative - (Historical Fiction) RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7	Writing Standards - W.4.4 Narrative - (Research Paper) W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, W.4.11 Reading Standards - W.4.4 Narrative - (Research Paper) RL.4.4, RL.4.5, RL.4.6, RL.4.7	Writing Standards - W.4.2 Informational - (Research Paper) W.4.2, W.4.5, W.4.9, W.4.10, W.4.11 Reading Standards - W.4.2 Informational - (Research Paper) RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, 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		
- Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	Formative Assessment
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.
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Lo que tienen en común todas las fotos es ____.



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Recursos naturales renovables

Recursos naturales no renovables

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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">la luz solar</td> <td style="width: 50%;">los recursos no renovables</td> </tr> <tr> <td>los recursos renovables</td> <td>el viento</td> </tr> <tr> <td>reponer</td> <td>no se reponen</td> </tr> <tr> <td>el gas natural</td> <td>el mecanismo</td> </tr> <tr> <td>captura</td> <td>el petróleo</td> </tr> <tr> <td>el agua corriente</td> <td>convierte</td> </tr> <tr> <td>podemos usar</td> <td>el carbón</td> </tr> <tr> <td>la materia vegetal</td> <td>el panel solar</td> </tr> <tr> <td>extraer</td> <td>los recursos naturales</td> </tr> <tr> <td>las fuentes de energía</td> <td>la mina</td> </tr> <tr> <td>quemar</td> <td>la energía</td> </tr> <tr> <td>la factoría</td> <td>las turbinas eólicas</td> </tr> <tr> <td>el pozo</td> <td>la represa hidroeléctrica</td> </tr> <tr> <td>la bomba</td> <td>la plataforma petrolera</td> </tr> <tr> <td>los biocombustibles</td> <td>los combustibles fósiles</td> </tr> </table>	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	Recursos naturales renovables Recursos naturales no renovables
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 de...

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

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ESS:

Unpacking Standards into Outcomes
4th Grade Science/SLA Unit 3

Content	resources
• Student will be able to identify various types of non-renewable resources. • Student will be able to explain how humans use non-renewable resources. • Student will be able to describe the environmental effects of energy and fuels that come from non-renewable resources. • Student will be able to compare and contrast renewable and non-renewable resources. • Student will be able to evaluate the pros and cons of different energy sources. • Student will be able to design a sustainable community that uses renewable resources. • Student will be able to communicate their understanding of non-renewable resources through a project or presentation. • Student will be able to work collaboratively to solve problems related to non-renewable resources. • Student will be able to demonstrate critical thinking skills by analyzing information about non-renewable resources. • Student will be able to apply knowledge of non-renewable resources to real-world situations. • Student will be able to show respect for others' ideas and contributions during group work. • Student will be able to follow classroom rules and procedures. • Student will be able to manage time effectively. • Student will be able to stay focused on the task at hand. • Student will be able to ask for help when needed. • Student will be able to give feedback to peers. • Student will be able to reflect on their own learning. • Student will be able to set goals for themselves. • Student will be able to monitor their progress. • Student will be able to celebrate successes. • Student will be able to learn from mistakes. • Student will be able to take ownership of their learning. • Student will be able to be responsible for their actions. • Student will be able to show leadership skills. • Student will be able to inspire others. • Student will be able to motivate themselves. • Student will be able to persevere through challenges. • Student will be able to remain positive. • Student will be able to manage stress. • Student will be able to seek support when needed. • Student will be able to build self-confidence. • Student will be able to develop a growth mindset. • Student will be able to embrace challenges. • Student will be able to see failure as an opportunity to learn. • Student will be able to stay motivated. • Student will be able to maintain a positive attitude. • Student will be able to work hard. • Student will be able to be organized. • Student will be able to keep track of assignments. • Student will be able to meet deadlines. • Student will be able to prepare for tests. • Student will be able to study effectively. • Student will be able to review material regularly. • Student will be able to practice test-taking strategies. • Student will be able to stay calm under pressure. • Student will be able to answer questions accurately. • Student will be able to provide evidence for answers. • Student will be able to think critically. • Student will be able to make logical conclusions. • Student will be able to defend their reasoning. • Student will be able to listen actively. • Student will be able to participate in class discussions. • Student will be able to contribute to group work. • Student will be able to share their ideas. • Student will be able to accept responsibility for their part in group work. • Student will be able to help others. • Student will be able to be a good team player. • Student will be able to follow directions. • Student will be able to complete assignments on time. • Student will be able to bring materials to class. • Student will be able to dress appropriately. • Student will be able to behave respectfully. • Student will be able to avoid distractions. • Student will be able to stay on task. • Student will be able to work independently. • Student will be able to take initiative. • Student will be able to be proactive. • Student will be able to anticipate needs. • Student will be able to plan ahead. • Student will be able to organize their workspace. • Student will be able to keep their desk clean. • Student will be able to store materials properly. • Student will be able to handle equipment safely. • Student will be able to follow safety protocols. • Student will be able to report accidents. • Student will be able to stay hydrated. • Student will be able to eat healthy snacks. • Student will be able to get enough sleep. • Student will be able to exercise regularly. • Student will be able to take breaks. • Student will be able to manage screen time. • Student will be able to limit video game play. • Student will be able to avoid social media during school hours. • Student will be able to use technology responsibly. • Student will be able to protect personal information. • Student will be able to use passwords securely. • Student will be able to log out of accounts. • Student will be able to update software. • Student will be able to backup files. • Student will be able to troubleshoot problems. • Student will be able to ask for technical help. • Student will be able to use digital tools effectively. • Student will be able to research online. • Student will be able to cite sources. • Student will be able to distinguish between credible and unreliable information. • Student will be able to verify facts. • Student will be able to cross-check information. • Student will be able to use multiple sources. • Student will be able to evaluate bias. • Student will be able to recognize propaganda. • Student will be able to identify logical fallacies. • Student will be able to question authority. • Student will be able to think independently. • Student will be able to form opinions based on evidence. • Student will be able to express their views clearly. • Student will be able to engage in respectful debate. • Student will be able to listen to opposing viewpoints. • Student will be able to find common ground. • Student will be able to resolve conflicts peacefully. • Student will be able to negotiate solutions. • Student will be able to compromise. • Student will be able to mediate disputes. • Student will be able to facilitate group decisions. • Student will be able to lead by example. • Student will be able to model positive behavior. • Student will be able to encourage others. • Student will be able to support teammates. • Student will be able to hold each other accountable. • Student will be able to provide constructive criticism. • Student will be able to receive feedback graciously. • Student will be able to implement suggestions. • Student will be able to improve performance. • Student will be able to strive for excellence. • Student will be able to set high standards. • Student will be able to challenge themselves. • Student will be able to push beyond comfort zones. • Student will be able to embrace discomfort. • Student will be able to overcome fears. • Student will be able to build resilience. • Student will be able to bounce back from setbacks. • Student will be able to stay determined. • Student will be able to maintain motivation. • Student will be able to stay committed. • Student will be able to follow through on promises. • Student will be able to be reliable. • Student will be able to be trustworthy. • Student will be able to be honest. • Student will be able to be truthful. • Student will be able to admit mistakes. • Student will be able to apologize sincerely. • Student will be able to make amends. • Student will be able to learn from consequences. • Student will be able to take responsibility for choices. • Student will be able to own up to failures. • Student will be able to face reality. • Student will be able to accept what cannot be changed. • Student will be able to focus on what can be controlled. • Student will be able to let go of grudges. • Student will be able to forgive others. • Student will be able to move forward. • Student will be able to leave the past behind. • Student will be able to start fresh. • Student will be able to begin new chapters. • Student will be able to pursue dreams. • Student will be able to chase aspirations. • Student will be able to reach for stars. • Student will be able to aim high. • Student will be able to dream big. • Student will be able to believe in oneself. • Student will be able to have faith. • Student will be able to trust in abilities. • Student will be able to have confidence. • Student will be able to feel capable. • Student will be able to feel competent. • Student will be able to feel confident. • Student will be able to feel secure. • Student will be able to feel safe. • Student will be able to feel protected. • Student will be able to feel supported. • Student will be able to feel loved. • Student will be able to feel valued. • Student will be able to feel appreciated. • Student will be able to feel respected. • Student will be able to feel honored. • Student will be able to feel proud. • Student will be able to feel accomplished. • Student will be able to feel successful. • Student will be able to feel happy. • Student will be able to feel joyful. • Student will be able to feel content. • Student will be able to feel satisfied. • Student will be able to feel fulfilled. • Student will be able to feel whole. • Student will be able to feel complete. • Student will be able to feel at peace. • Student will be able to feel calm. • Student will be able to feel relaxed. • Student will be able to feel comfortable. • Student will be able to feel cozy. • Student will be able to feel warm. • Student will be able to feel safe. • Student will be able to feel secure. • Student will be able to feel protected. • Student will be able to feel supported. • Student will be able to feel loved. • Student will be able to feel valued. • Student will be able to feel appreciated. • Student will be able to feel respected. • Student will be able to feel honored. • Student will be able to feel proud. • Student will be able to feel accomplished. • Student will be able to 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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy

Outcomes						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.						
A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.						
Total Physical Response		Sentence Prompts		Strategic partners		
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

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- Identify examples of natural resources.
- Identify examples of energy and fuels that come from natural resources.
- Identify examples of renewable energy sources.
- Identify examples of non-renewable energy sources.

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- Identify examples of natural resources.
- Identify examples of energy and fuels that come from natural resources.
- Identify examples of renewable energy sources.
- Identify examples of non-renewable energy sources.

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4 th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE						
Outcomes						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources.					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners	
Student name:	natural resources by exhibiting receptive language (actions during TPR)	productive language by speaking words with TPR	renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	productive language by speaking words with TPR	energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

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Self - Assessment						
4 th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE						
Outcomes						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners	
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

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Teachers

- What do we want students to know?
- How will we know if they have learned it?
- What will we do if they don't learn it?
- What do we do if they have?

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

Outcomes						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.						
Sensory Supports		Graphic Supports		Interactive Supports		
Pictures/Images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners		
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo el gas natural	los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo el gas natural	las fuentes de energía renovables no renovables reponer	las fuentes de energía renovables no renovables reponer	el aparato o el mecanismo captura lo convierte la energía los paneles solares los turbinas eólicas la represa hidroeléctrica la minería la fábrica la bomba de fracturación extrae un pozo poner en marcha	el aparato o el mecanismo captura lo convierte la energía los paneles solares los turbinas eólicas la represa hidroeléctrica la minería la fábrica la bomba de fracturación extrae un pozo poner en marcha

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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

Outcomes						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.						
Sensory Supports		Graphic Supports		Interactive Supports		
Pictures/Images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners		
Student name:	natural resources by exhibiting receptive language (actions during TPR)	productive language by speaking words with TPR	renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	productive language by speaking words with TPR	energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	productive language by speaking words with TPR
	los recursos naturales la luz solar	los recursos naturales la luz solar	las fuentes de energía renovables	las fuentes de energía renovables	el aparato o el mecanismo	el aparato o el mecanismo
					la juarica la bomba de fracturación extrae un pozo poner en marcha	la juarica la bomba de fracturación extrae un pozo poner en marcha

What kind of observable data might we collect based on these outcomes?

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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...

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

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Based on your data, what supports do you to put in place to ensure the success of all students?

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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

	Outcomes					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/Images	T-chart (concept attainment)	Sentence Prompts	Whole group	Strategic partners	
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo el gas natural	cursos naturales solar to a eria vegetal xón róleo natural	las fuentes de ene renovables no renovables reponer	las fuentes de energía renovables no renovables reponer	el aparato o el mecanismo captura lo convierte la energía los paneles solares las turbinas eólicas la represa la hidroeléctrica la minería La fábrica la bomba de fracturación extrae un pozo poner en marcha	el aparato o el mecanismo captura lo convierte la energía los paneles solares las turbinas eólicas la represa hidroeléctrica la minería La fábrica la bomba de fracturación extrae un pozo poner en marcha

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When I look at the data of all my students together, have they all developed oracy?

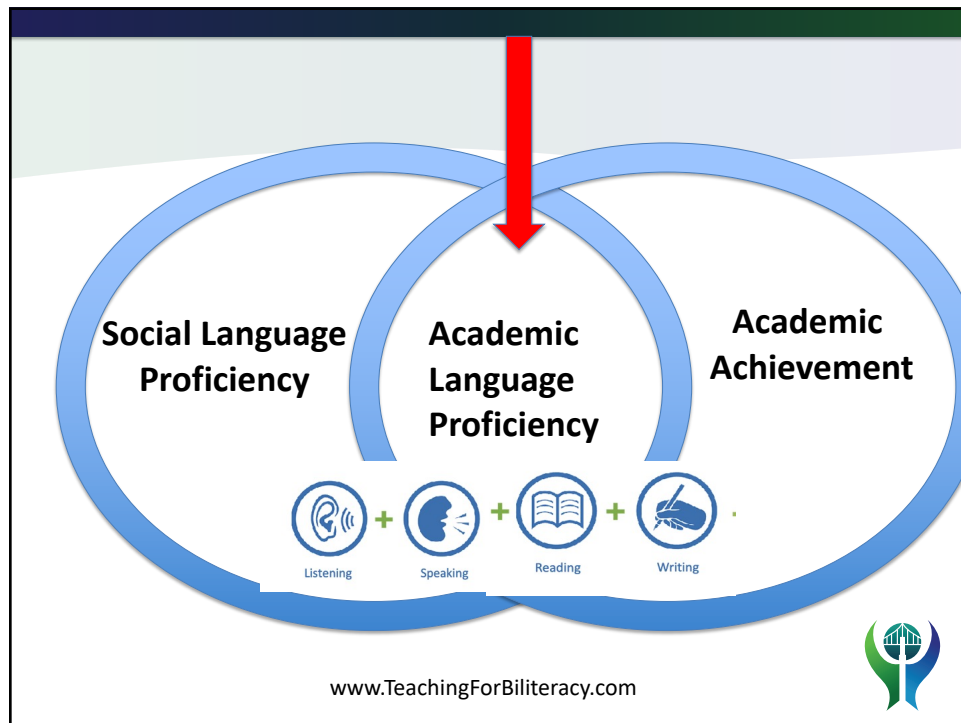
Would students benefit from a review and additional time to practice orally?

Yes!

Perhaps whole group first with volunteer leaders.

Then in strategic partnerships.

58



59



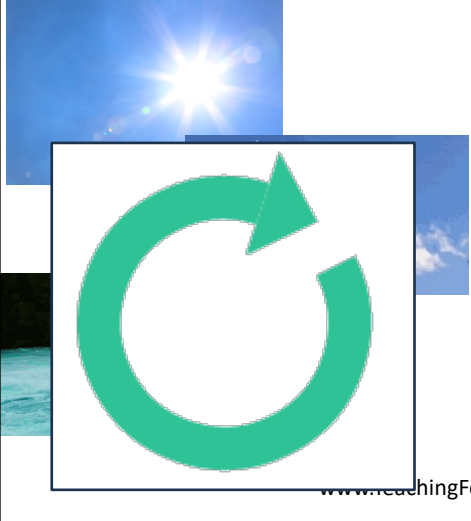
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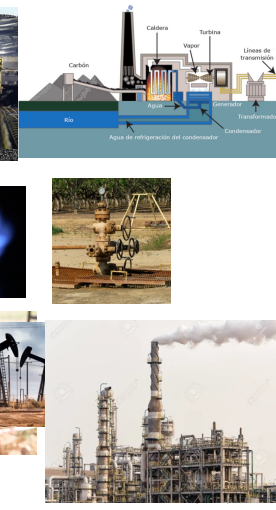
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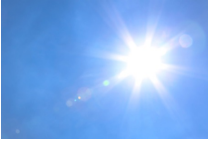
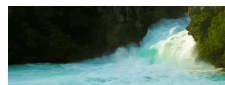
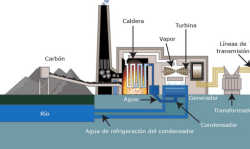
62

Recursos naturales renovables	Recursos naturales no renovables
	

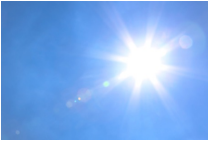
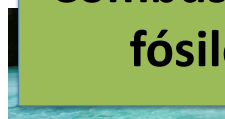
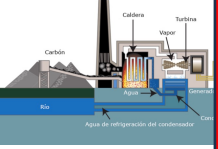
63

Recursos naturales renovables			Recursos naturales no renovables
			

64

Recursos naturales renovables		Recursos naturales no renovables
     	   	
 		

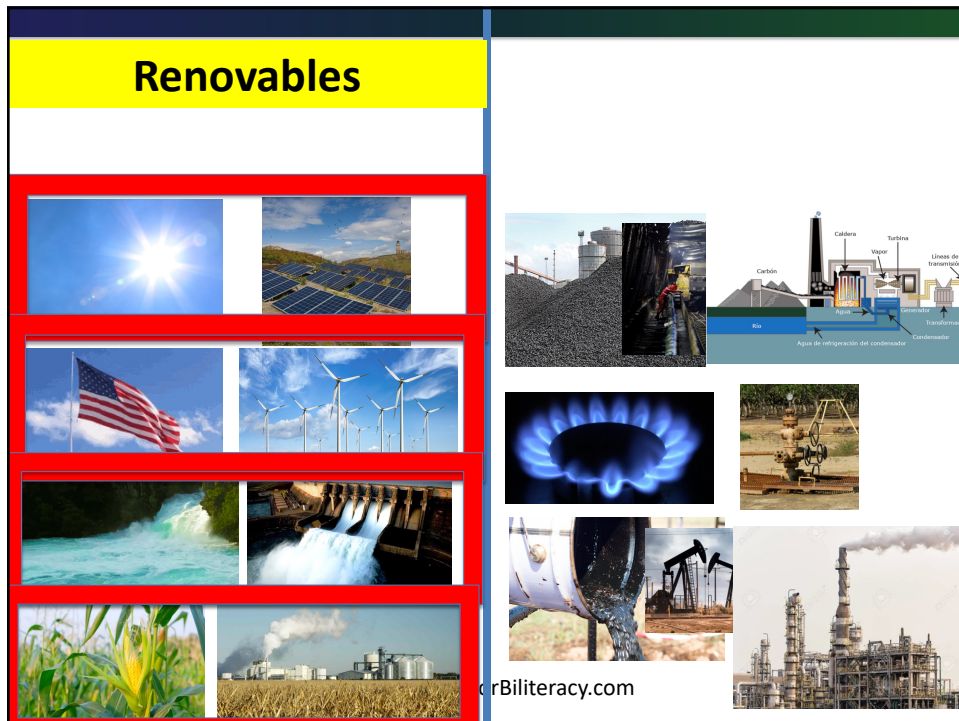
65

Recursos naturales renovables		Recursos naturales no renovables
     	      	
		

66



67



68



No son renovables



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Energía renovable	Energía no renovable
	

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Todas las fuentes de energía



71

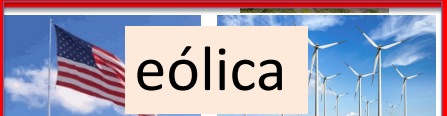
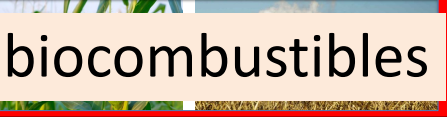


los recursos naturales

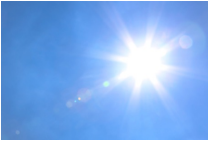
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Renovables	 Energía solar  eólica  hidroeléctrica  biocombustibles  Diagrama de una planta de energía de carbón que muestra el flujo de carbón, la caldera, la turbina, el vapor, las líneas de transmisión, el generador, el condensador y el agua de refrigeración del condensador.
---------------------	---

73

       	No son renovables  carbón  gas natural  petróleo
--	--

74

Energía renovable	Energía no renovable
Dos tipos de energía	
	

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Todas las fuentes de energía proviene...	
	

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...de los recursos naturales.

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Renovables	
	
	
	
	

Algunos tipos de energía, como la energía solar, la eólica, la hidroeléctrica, y los biocombustibles que vienen de la materia vegetal son renovables.

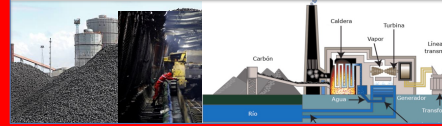
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Otros tipos de energía, como el carbón, el petróleo, y el gas natural son combustibles fósiles que se queman, y por lo tanto, no son renovables.

No son renovables

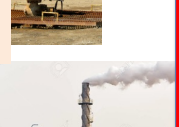
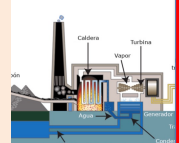
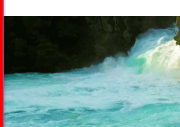
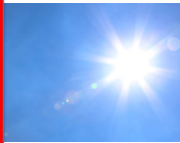


79

Energía renovable

Energía no renovable

A pesar de tener dos tipos de energía, uno se usa más que el otro. ¿Cual será y por qué?



80

- Todas las fuentes de energía provienen de los recursos naturales.
- Algunos tipos de energía, como la energía solar, la eólica, la hidroeléctrica, y los biocombustibles, que vienen de materia vegetal, son renovables.
- Otros tipos de energía, como el carbón, el petróleo, y el gas natural son combustibles fósiles que se queman, y por lo tanto, no son renovables.
- A pesar de que hay dos tipos de energía, uno se usa más que el otro. ¿Cual será y por qué?

81



82

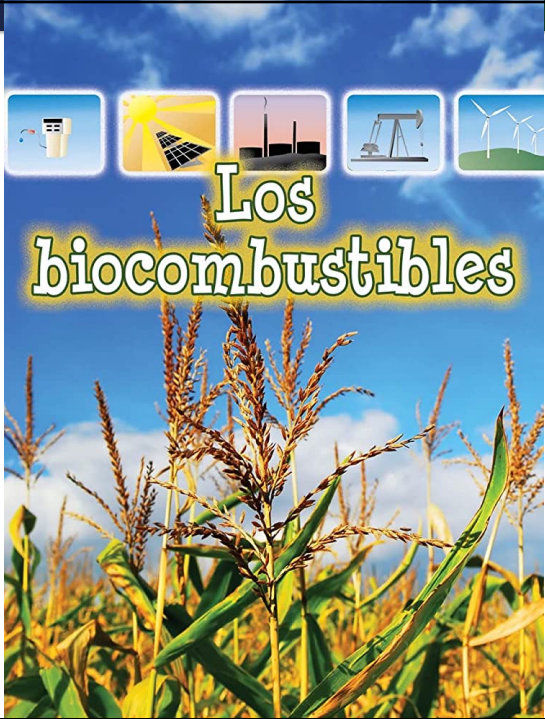


A group of five diverse children (three boys and two girls) are gathered around a small, round glass bowl containing two goldfish. They are all looking intently at the fish. The background shows a bookshelf filled with books.

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The cover of a book titled "Los biocombustibles" (Biofuels). The title is written in a large, stylized font with a yellow outline. Above the title, there is a row of five small icons: a battery, a solar panel, a factory, an oil pumpjack, and a wind turbine. The background of the cover is a photograph of a cornfield with tall stalks of corn under a blue sky with clouds.



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En este párrafo, leí que _____.
Por lo tanto, pienso que _____.

Estoy de acuerdo.
También leí que _____.
Por lo tanto, pienso que _____.

No estoy de acuerdo.
En este párrafo, leí que _____.
Por lo tanto, pienso que _____.

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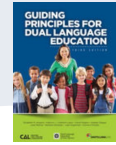


87

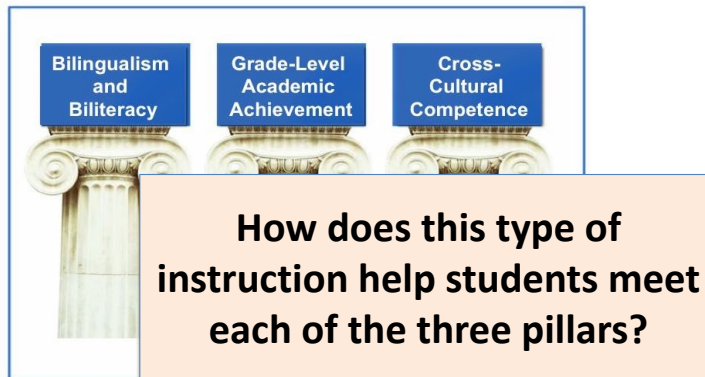
Lo que dice el texto explícitamente	Inferencias usando detalles y ejemplos del texto
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What are the goals of Dual Language?



Three Pillars of Dual Language Education



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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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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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Biliteracy Unit Framework, 2nd ed

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 and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

Reading Comprehension

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

Writing

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies writing behaviors.

Foundational Skills and Fluency: Word Recognition

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Asi se dice

Bridge – Transfer and Practice.

Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics

Condensed BIL Science & Spanish Language Arts Unit 3

Grade: 6 th	Language: Spanish	Content area: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: <i>How does our quest for energy impact our natural environment?</i>		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit https://doi.org/10.46811b		
Content Standards: NGSS Obtain and combine information to the energy and fuels are derived from natural resources, and their use affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fission materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] 3-5 ETS1-4 Define a simple design problem reflecting a need or a want that includes	CCSS Writing Standards Option: Essay W.4.3 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Use opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	CCSS Reading Standards Informational Texts RI.4.3 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.8 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.6 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually.

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Biliteracy Unit Framework

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: How does our quest		

What are some key features you notice?

Unit 3
Link to Unpacked Standards into



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Content Standards: NGSS	CCSS Writing Opinion	CCSS Reading
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] 3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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2nd Edition 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	- Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences
--	--

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
Unit 13
Formative Assessment

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How did I know **what** language to build to support inquiry AND literacy?

Unit Big Ideas
Science Content Big Ideas: - I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1). - For example, building a dam for hydropower can lead to a loss of habitat. - For example, burning fossil fuels to power the lights in a school can cause air pollution. - I want my students to understand that some resources are renewable over time, and others are not. - For example, wind energy, hydroelectric power (water energy), and sunlight are renewable energy sources because they regenerate naturally. - For example, fossil fuels and fissile materials are non-renewable energy sources because they are limited. Science Inquiry Big Ideas: - I want my students to understand that any application of a science or engineering solution to a problem has both intended and unintended consequences (4-ESS3-1). - For example, the creation of wind farms impacts the environment by creating a renewable energy source (intended) and causing habitat loss and fragmentation (unintended). - For example, when coal (a fossil fuel) burns to provide energy (intended), it releases pollutants in the air that cause smog, acid rain, and toxins in the environment that lead to health issues in people (unintended). Engineering, Technology, and Science Integration: - I want my students to understand that possible solutions to a problem are limited by cost, available materials, time, space, and impact on the environment (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared based on how well each one meets the specified criteria for success or how well each takes the constraints into account (3-5-ETS1-1). - For example, the simple design problem that reflects the need to make the school's quest for energy have less of an impact on the environment may be limited to renewable sources of energy. - For example, the simple design problem that reflects the need to make the school's quest for energy have less impact on the environment is limited by the budget allocated for the project. - I want my students to understand that researching a problem before designing a solution will result in a more effective solution. Testing a solution involves investigating how well it performs under a range of likely conditions (3-5-ETS1-2). - For example, students will research the energy needs in their school before working on designing a solution to meet these energy needs. - For example, students will research (through photographs, videos, field trips, or guest speakers like an electronic engineer) how well renewable energy sources perform with minimal environmental effects on other schools or similar structures in the areas to inform the development of their proposed solutions.



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I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1).

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I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1).

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I want my students to understand that some resources are renewable over time, and others are not.

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I want my students to understand that some resources are renewable over time, and others are not.

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3-5 ETS1-2 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.

What does it mean?	What is it not?
- Students observe and/or learn about examples solutions to simple design problems that reflect the desire to reduce reliance on non-renewable energy for human use (as examples) - Students generate possible solutions to the simple design problems they identified (development of a new system that reduces reliance on non-renewable energy for human use) - Students explain how the possible solutions they identified address the problem - Students compare the possible solutions (weighing pros and cons) - Comparison of solutions includes how likely each solution is likely to meet the criteria and constraints of the problem	- Teacher offering solutions to the problem and students selecting and defending one - Students only identifying one possible solution, without comparing it to others and/or ignoring the criteria for success or constraints of the problem (for example, proposing a solution that is fictitious or unable to be applied in the given location) - Analyzing only one solution - Students working independently to generate and compare solutions - Suggesting solutions outside of the criteria or constraints of the problem - Guessing rather than using data or evidence for the proposed solution

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Outcomes
Students will be able to: • Use grade-appropriate information from research about a given problem, including the causes and effects of the problem and relevant scientific information. • Generate at least two possible solutions to the problem based on scientific information and understanding of the problem. • Specify how each design solution (location of system) solves the problem. • Share ideas and findings with others about design solutions (location of system) to generate a variety of possible solutions. • Describe the necessary steps for designing a solution to a problem, including conducting research and communicating with others throughout the design process to improve the design [note: emphasis is on what is necessary for designing solutions, not on a step-by-step process]. • Describe how the criteria and constraints will be used to generate and test the design solutions (location of system). • Use the collected data to identify similarities and differences in solutions based on how well each solution meets the criteria and constraints of the problem.
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RI. 4. 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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RI. 1: Read closely to determine what the text says explicitly & to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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- **RI.2.1:** Ask & answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text.
- **RI.3.1:** Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.4.1** Refer to details & examples in a text when explaining what the text says explicitly & when drawing inferences from the text.
- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly as well & when drawing inferences from the text.
- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

What does it mean?	What is it not?
- Students explain what the text says explicitly by referring to details and examples within the text. - Students draw inferences from the text using details and examples from the text. - Referring to details when explaining what they text says explicitly may involve pointing, matching, and/or speaking	- Relying on background knowledge or information outside of the text to explain what the text says. - Relying on background knowledge or information outside of the text when drawing inferences from the text - Summarizing the text - The teacher telling students what the text says. - The teacher sharing inferences about the text. - Only asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (3.1) - Quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (5.1)

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Outcomes

Students will be able to:

- Identify what a text says explicitly.
- Identify inferences that can be drawn from a text.
- Distinguish between what the text says explicitly, and inferences drawn from the text.
- Identify details and examples in a text that support the analysis of an informational text.
- Explain what the text says explicitly, using details and examples from the text.
- Draw inferences from the text by referring to details and examples from the text.
- Explain analysis of, and inferences, conclusions, predictions, and generalizations made from a text by referring to appropriate details and examples.

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- Identify what a text says explicitly
- Identify inferences that can be drawn from a text.
- Distinguish between what the text says explicitly, & inferences drawn from the text.
- Identify details & examples in a text that support the analysis of an informational text.
- Explain what the text says explicitly, using details & examples from the text.
- Draw inferences from the text by referring to detail & examples from the text.
- Explain analysis of, & inferences, conclusions, predictions, & generalizations made from a text by referring to appropriate details & examples.

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W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

What does it mean?	What is it not?
• Students writing THEIR opinion about a topic (<i>Should the United States try to be 100% carbon-free by the year 2050 by relying on clean energy such as renewable energy, nuclear energy, or waste?</i>) • Students supporting their opinion about the topic with reasons • Students using information (facts and details) about the topic to support their reasons and opinion about the topic • Using an organizational structure to group related ideas and support their opinion • Including a concluding statement or section (at the end) that is related to the opinion presented	• Students copying what the teacher writes • Students sharing their opinion without reasons, facts, or details • A list of facts • Only writing opinion pieces on topics or texts, supporting a point of view with reasons (3.1) • Provide logically ordered reasons that are supported by facts and details (5.1 b) • Link opinion and reasons using clauses (e.g., <u>consequently</u>, <u>specifically</u>) (5.1 c)

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Students will be able to:

W.4.1A

- Identify the author's purpose.
- Identify an organizational structure that provides logical grouping for the intended purpose.
- Formulate an opinion.
- Generate/identify support that includes facts and details.
- Sort evidence and supporting details.
- Draft an introduction that establishes the focus with a topic sentence about the topic, states a point of view or opinion, and addresses an audience and the writing purpose.
- Introduce a topic clearly, state an opinion, and create an organizational structure in which related ideas are grouped in order to write an opinion essay to respond the question: *Should the United States try to be 100% carbon-free by the year 2050 by relying on clean energy such as renewable energy, nuclear energy, or waste?*

W.4.1B

- Distinguish between opinions and reasons.
- Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.
- Draft the body to support an opinion or point of view through effective organization of reasons.
- Establish the focus of each paragraph with a topic sentence.
- Organize paragraphs with structure (e.g., list, cause/effect, order of importance)
- Provide reasons for the author's response to whether the US should be 100% carbon-free by 2050 that are supported by facts and details.

W.4.1C

- Apply academic vocabulary/domain specific vocabulary to express relationship/ideas correctly.
- Establish links between opinions and reasons using words, phrases, and clauses.
- Choose words and phrases for effect.
- Link an opinion about whether the US should be 100% carbon-free by 2050 and reasons using words, phrases, and clauses (e.g., for instance, in order to, in addition)

W.5.1D

- Draft a conclusion that paraphrases the opinion or point of view.
- Revise to ensure a clear statement of opinion supported by a list of reasons.
- Provide a concluding statement or section related to the opinion presented about whether the US should be 100% carbon-free by 2050.

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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 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 - Asi se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.	

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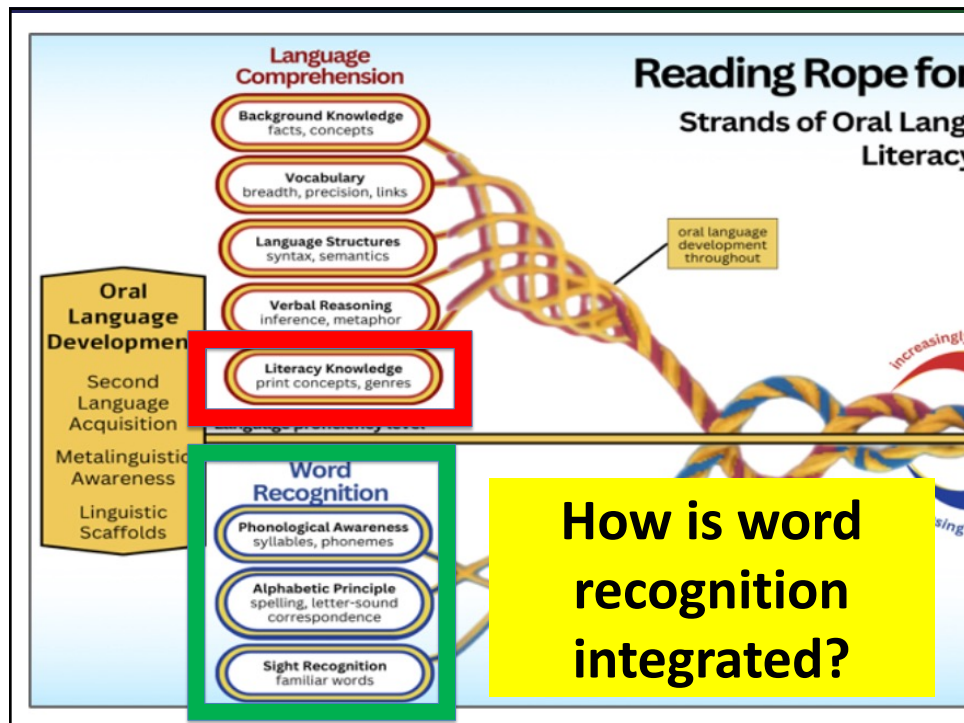
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Biliteracy Unit Framework Components	
Building Initial Oracy and Background Knowledge: Language Comprehension - Using strategies such as Concept Attainment, Sorts, Sentence Prompts, TPR, Adapted Reader Theater (ART), etc., students develop initial oracy and background knowledge. Throughout the unit, oracy for academic language found in informational texts, reading, and writing skills from the language of the standards, and content-specific academic language continue to be developed. (See the Reading Comprehension, Writing, and Content section below).	
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]	
Strategies to use may include: • Concept Attainment (p.81-82): Through analysis of a series of photos shared by the teacher, students will attain the concepts of renewable and non-renewable natural resources 4-ESS3-1 ◦ Images for: la luz solar, el viento, el agua corriente, el carbón, el petróleo, el gas natural, los recursos naturales, renovables, no renovables • Concept Attainment or Picture Sort (p.83): Students match images into pairs (closed sort) by determining the relationship between the images (renewable energy source and how we harness the energy and non-renewable energy source and how we extract the resource) 4-ESS3-1 ◦ Images: la luz solar, el viento, el agua corriente, el carbón, el petróleo, el gas natural, los paneles solares, la represa hidroeléctrica, las turbinas eólicas, la plataforma petrolera, las bombas de fracturación, la minería del carbón, el pozo de gas natural, extrae, captura, el aparato o el mecanismo • Sentence Prompts (p. 83) with images used to scaffold students in producing complete sentences when observing examples of natural resources. 4-ESS3-1 ◦ Yo observo ____. ◦ En las dos fotos observo ____. ◦ EN las tres fotos hay ____. ◦ En las cuatro fotos noto que ____. ◦ Lo que tienen en común todas las fotos es ____. ◦ Todas las fotos son ejemplos de ____. ◦ Los recursos naturales a la izquierda don el/la ____. ◦ Los recursos naturales a la derecha son el/la ____. ◦ Pienso que los recursos naturales a la izquierda están juntos porque ____. ◦ Tal vez los recursos naturales a la derecha están juntos porque ____.	

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Condensed BUF: Science & Spanish Language Arts Unit 3		
Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: How does our quest for energy impact our natural environment?		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit  https://bit.ly/4e6aTLb		
Content Standards: NC	CCSS Math Standards	CCSS Reading Standards
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] 3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually,
4 th Grade: UH 3-5/SLA	© Center for Teaching for Biliteracy, LLC 2024	1

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explicitly practice foundational skills and language standards, and can be delivered in the whole group, small group, or individually.

For example, Reading Foundational Skills standards that can be addressed include:

- **RF.4.3** *Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.*
 - o RF.4.3b *Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas*
 - o RF.4.3e *Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:*
 - o *Cuentan el número de sílabas.*
 - o *Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).*
 - o *Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).*

For example, Language standards that can be addressed include:

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• **L.4.2** *Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.*

- o L.4.2g *Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples (b-v; c-s-z-x; c-k-qu; g-j; y-l, r-rr) y letras mudas (H/h; u en las sílabas que, qui, que, qui) en palabras a nivel de grado.*
- o L.4.2h *Reconocen que se emplea el acento ortográfico en todas las palabras esdrújulas y sobreesdrújulas.*

Word recognition teaching strategies are used to work on these standards, asking students to apply them in their reading and writing and as they engage

each group will identify and define a problem related to the school's use of non-renewable energy sources. They will identify a desire to reduce that dependence, and propose at least two possible solutions to address the problem. For example, one group may decide to focus on the fact that their school's heating system uses only non-renewable energy, identify by how much they want to reduce that dependency, and identify two plausible solutions to reduce the dependency on non-renewable energy to heat the school. The proposed solution will be collaboratively established constraints for materials, and time, and limits for space, and impact on the environment. Using what they have learned from the previous two investigations, students will research and describe the possible effects of their proposed solutions.

Completion of this project will demonstrate an understanding of the interdependence of science and technology and of the influence of science, engineering,

and technology on society and the natural world (crosscutting concepts of 4-ESS3-1). For example, students can propose the installation of wind turbines on school property to generate energy for the school gym. The installation of the wind turbines would ensure minimal negative effects on the environment or the migratory paths of birds (4-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2). The sample proposal is an example of using science (conducting research around developing renewable wind energy and engineering practices (wind turbines that create energy

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Estudio de palabras...

Separar
por
sílabas

Carbón

energía

solar

petróleo

fósiles

contaminación

recursos

máquinas

naturales

combustibles

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Estudio de palabras...

La palabra

_____ tiene
___ sílabas.

Car-bón

En-er-gí-a

So-lar

Pe-tró-le-o

La sílaba tónica
esta en la ____.

Fó-si-les

Con-ta-mi-na-ción

Re-cur-sos

Má-qui-nas

Por ende, es una
palabra_____.

Na-tu-ra-les

Com-bus-ti-bles

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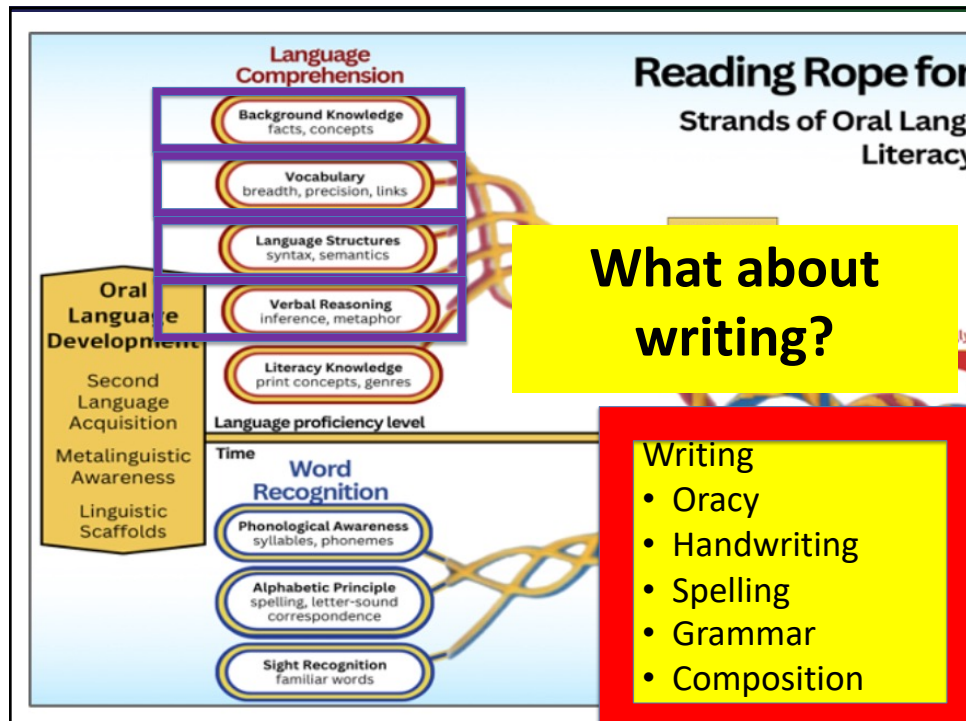
Estudio de palabras...

Esdrújula Antepenúltima sílabas	Llana o grave Penúltima sílabas	Aguda Última sílabas
máquinas	combustibles	Carbón
fósiles	recursos	contaminación
petróleo	naturales	solar
	energía	

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

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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
Teaching for Biliteracy Book: page 81		© 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.		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
Teaching for Biliteracy Book: page 82 & 136		© WIDA Language Development Standards Notes: Meaningful Frame (i.e., content and unit theme)		

High Leverage Biliteracy Strategies Page 2



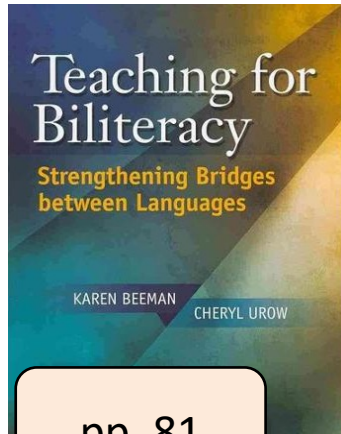
High leverage biliteracy strategies, scan the QR code!

are high

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Adapted Readers Theater (ART)

with TPR



pp. 81

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

Through the teacher's narration, and the interaction and movement of students, the concepts and vocabulary are previewed.

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Energía renovable	Energía no renovable

124

- Todas las fuentes de energía provienen de recursos naturales.
- Algunos tipos de energía, como la energía solar, la eólica, la hidroeléctrica, y los biocombustibles que vienen de materia vegetal son renovables.
- Otros tipos de energía, como el carbón, el petróleo, y el gas natural son combustibles fósiles que se queman, y por lo tanto, no son renovables.
- A pesar que hay dos tipos de energía, uno se usa mas que el otro. ¿Cual será y por qué?

125

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

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Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students act out the narrative. This provides the text with a specific movement. While there is not as much of an emphasis on associating specific vocabulary with a specific movement.	Real-life objects (realia)	Charts	In pairs or partners
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.	- 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

Teaching for Biliteracy Book: page 81

Notes:

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

Teaching for Biliteracy Book: page 82 & 136

Notes:

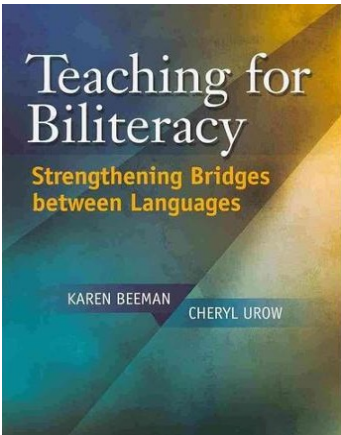
- Meaningful Frame (i.e., content and unit theme)

High Leverage Biliteracy Strategies Page 2

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Fish Bowl



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

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Strategy Name and Description		Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.		Sensory Supports • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	Graphic Supports • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	Interactive Supports • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
Notes:		© WIDA Language Development Standards		
Teaching for Biliteracy Book: page 81				
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Notes:		© WIDA Language Development Standards		
Teaching for Biliteracy Book: page 82 & 136				

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CAPÍTULO TRES

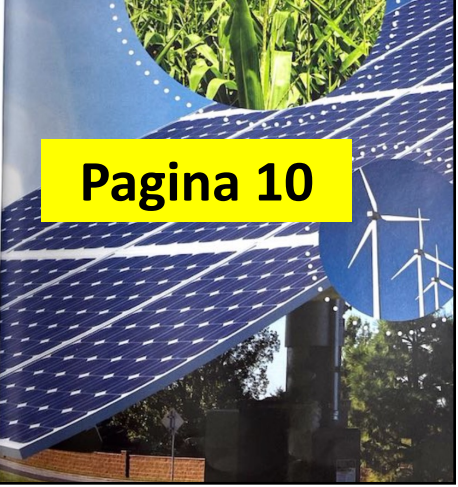
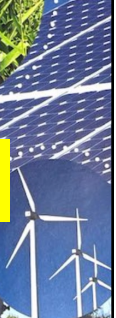
Renovable contra no renovable

La biomasa es material vegetal utilizado para hacer biocombustibles y producir bioenergía. Por lo tanto, los biocombustibles son renovables. Las energías renovables como los biocombustibles, la energía solar y la eólica, son importantes para nuestro futuro porque no se gastan. Las fuerzas naturales están en constante renovación o reposición.

A pesar de que usamos energía renovable en algunos lugares, la mayoría de nuestra energía proviene de una fuente no renovable, los combustibles fósiles. Para producir energía quemamos combustibles fósiles, como carbón, petróleo y gas natural.

Combustible para el pensamiento

Alrededor del 86 % de la energía del mundo proviene de los combustibles fósiles.


Pagina 10

130

En este párrafo, leí que _____.
Por lo tanto, pienso que _____.

Estoy de
acuerdo.
También leí que
_____.
Por lo tanto,
pienso que _____.

ngFc

No estoy de
acuerdo.
En este párrafo,
leí que _____.
Por lo tanto,
pienso que _____.

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

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Strategy Name and Description		Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students act out the narrative. This preview 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
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		Notes: Meaningful Frame (i.e., content and unit theme)		

High Leverage Biliteracy Strategies Page 2

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

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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	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)	ENGLISH
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English

Core Competencies

- Communication
- Critical Thinking
- Collaboration
- Cultural Understanding

21st Century Skills

- Information Literacy
- Media Literacy
- Technology Literacy
- Financial Literacy
- Health Literacy
- Global Literacy

Learning Standards

- Common Core State Standards
- Florida Standards
- Florida Standards for Mathematics
- Florida Standards for Science
- Florida Standards for Social Studies
- Florida Standards for Language Arts
- Florida Standards for Health
- Florida Standards for Physical Education
- Florida Standards for Art
- Florida Standards for Music
- Florida Standards for Career and Technical Education

Content Area Instruction

- Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Art
- Music
- Career and Technical Education

Formative Assessment

- Formative Assessment

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Sample Yearlong Biliteracy Map -4th Grade 50/50

Dual language
is most effective when all
the structures work
together.

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Planning for Biliteracy: Creating Sustainable Systems

Biliteracy Guidelines – PreK (Beeman & Urow, 2013)

1. Biliteracy PreK classrooms are **developmentally appropriate** PreK classrooms ([Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020](#))
2. Students are provided integrated, engaging learning experiences in **each language** every day that they are in class.
3. Teachers and other **adults** engage students in **each program language** at **different times of the day**. This is called language and content allocation.
4. **Students are together** for differentiated, but not separate, instruction.

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Biliteracy Guidelines – K-5 (Beeman & Urow, 2013)

1. All students receive literacy instruction (language arts) in both languages every day, beginning at entry into the program.
 1. Each language arts class focuses on different standards – NOT the same standards, themes, or stories.
2. Students are together for differentiated, but not separate, instruction.
3. In PreK-5th grades, content and literacy are integrated.
4. Content (Science, Social Science and Math) is taught in one language only at each grade level. This is called content allocation.

Biliteracy Guidelines for Secondary (Beeman & Urow, 2013)

1. Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class focuses on different standards – NOT the same standards simultaneously or books.
2. Content is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
3. Students have access to the same electives and services that are available to all other students in the school.
4. All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.

Dual Language Non-Negotiables		
Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
- A minimum of 90% to a maximum of 95% of instruction in the target language - Strict separation of languages for instruction (no translation) - K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	- Required to take language arts in the target language from 6th-8th grade in addition to another core content course taught in the target language each year from 6th-8th grade - Strict separation of languages for instruction—100% of class taught in the target language	- A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) - Strict separation of languages for instruction—100% of class taught in the target language



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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy PreK classrooms are **developmentally appropriate** PreK classrooms ([Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020](#))
- Students are provided integrated, engaging learning experiences in **each language** every day that they are in class.

Page 16

How could the recommendations help create vertical alignment?

How could your instruction benefit by using the T4B recommendations?

Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
 - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Content is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
- Students have access to the same electives and services that are available to all other students in the school.
- All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.

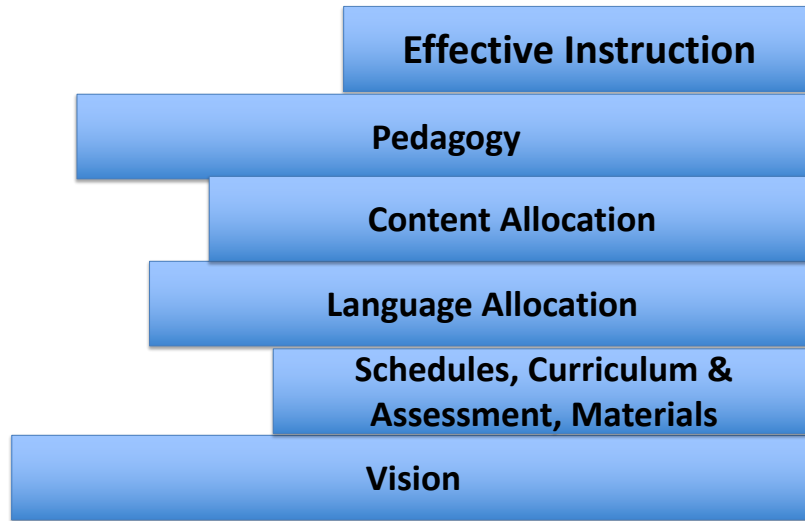
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Structures that Support Biliteracy Instruction



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Exit Ticket

Standards-based instruction...

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