

Welcome to Level 1 of the Bilingual Grammar Curriculum

We're thrilled that you're with us! This document provides an overview of how to use the BGC. Once you review it, you will have a strong understanding about how and where to start, how you progress through the curriculum, and how to best use the resources that the curriculum provides. We hope you have as much fun using the BGC as we did in creating it.

Introduction

Language instruction takes time and requires consistent effort over several years to yield successful results. The current landscape of language programming for DHH students has been characterized by inconsistent and varying approaches across teachers, departments, and years. These approaches, primarily based on expectations for hearing students, are often inappropriate for DHH students' linguistic backgrounds and experiences. Our aim is to support you in achieving consistency in language arts goals and objectives especially as they apply to grammar instruction.

Our approach is designed to cater to all to Deaf children. Our students come from diverse language backgrounds, but they all deserve meticulous, step-by-step bilingual instruction. By building strong foundations in both ASL and English, we ensure all children have access to the content and to its application in applied literacy tasks.

This approach is intended for long-term commitment from teachers and administrators, as there is no "magic" solution in these materials. Success will come through dedicated teamwork. With coordinated support and instruction, your school can expect remarkable progress over time. We look forward to collaborating with you to achieve these goals!

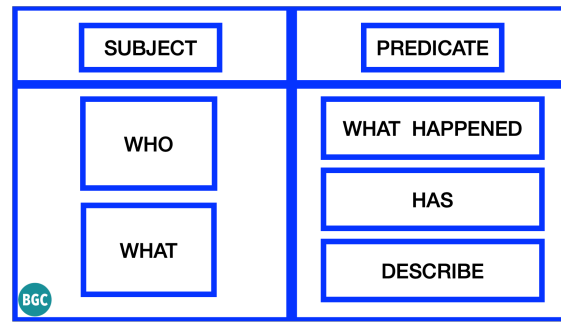
Sentence Structure Mats

In the BGC, students will be asked to use Sentence Structure Mats. They are designed in both ASL and English in order to help frame the building blocks of the BGC. We have found that the online shop "Banners on the Cheap" (<https://www.bannersonthecheap.com>) makes wonderful vinyl mats that last for years. The size that works best is 3' X 6'. Please contact us for the high-resolution pdfs of the ASL and English sentence mat. Banner makers use those to generate the mats.

If you use Banners on the Cheap, simply go to the website, upload the respective ASL and English pdfs. The website often has 50% off sales!



ASL Sentence Mat



ENGLISH Sentence Mat

Baseline Assessments

Before beginning formal BGC instruction, you will need to complete baseline assessments in both ASL and English for all students. These baseline tests are intended to provide a beginning snapshot of each student. Subsequent assessments can then be compared to baseline data.

ASL Baseline Assessments 			
Test Name	What information does the test provide?	Test administration: Individually or Group?	Approximate time required
ASLBalloon Story Composition	This test assesses students' abilities to independently compose to audiences unfamiliar with the content.	Individually	10-15 minutes
ASLSentence Judgment Task	This test assesses students' abilities to evaluate ASL sentences for appropriateness (grammar, semantic, and completeness).	Group	15 minutes
ASLSentence Boundary Task	This test assesses students' abilities to find sentence boundaries between two separate sentences presented without natural pauses.	Group	25 minutes
ASL Pretest Anchor Standard #1 Sentence Components Summative Assessment	This test assesses students' understanding of basic ASL sentence structure (e.g., subjects, predicates, and complete ideas)	Group	60 minutes

English Baseline Assessments

Test Name	What information does the test provide?	Test administration: Individually or Group?	Approximate time required
Vocabulary Screening: 216 English Words	This test assesses students' sight word recognition of the 216 words used in Level 1. Results will provide a plan for vocabulary instruction.	Individually	10-15 minutes
English Writing Balloon Story	This test assesses students' abilities to independently write about a visual prompt.	Group	10-15 minutes
English Sentence Judgment Task	This test assesses students' abilities to evaluate English sentences that are and are not comprehensible.	Group	15 minutes
English Sentence Boundary Task	This test assesses students' abilities to find sentence boundaries between two separate sentences presented without punctuation.	Group	15 minutes
English Pretest Anchor Standard #1 Sentence Components Summative Assessment	This test assesses students' understanding of basic English sentence structure (e.g., subjects, predicates, and complete ideas).	Group	60 minutes

All baseline assessments can be found on the BGC website. As part of your license you will receive access to approximately 5 hours of pre-recorded training on how to apply all baseline assessments.

Many partner schools have found that it is more efficient to designate two people as assessment coordinators—one for ASL and one for English. Their roles include scheduling, implementation, and scoring for assessments. This approach ensures the results are consistent and reliable.

Notes For English:

- 1) Vocabulary Screening-If a student misses more than the first 20 words, discontinue the assessment. Note this as the baseline.
- 2) If students do not have the ability to read the majority of test items, do not proceed with that test. Simply note that student's baseline as unable to complete assessment (e.g., *Student did not have enough word recognition skills to complete the task independently.*)

Notes For ASL:

- 1) Directions for all baseline evaluations are provided. The ASL Sentence Boundary Task is difficult, note the directions for when to discontinue the assessment.
- 2) ASL Composition Task must be done with the understanding that students believe that the "tester" **does not know** and **cannot see** the Balloon Story prompt.

Recording Assessment Data on Tracking Sheets

When all ASL and English baseline assessments have been completed and scored, record all results on Tracking Sheets. They are provided for you on the website.

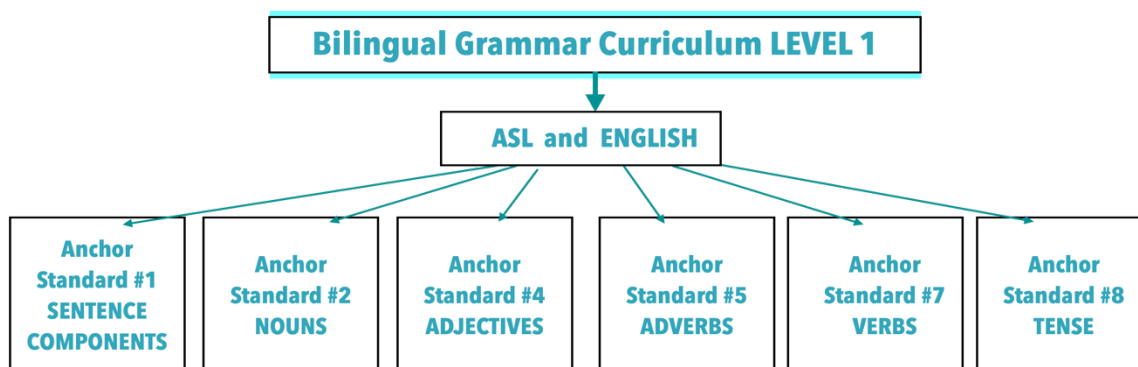
Download the Tracking Sheets and keep them in a digital format. We suggest using your school's platform to create a schoolwide BGC folder with individual students' data.

STUDENT NAME		SCHOOL	
Specific Information: In this section you make comments that are helpful to readers of the student's file. For ex, home language environment, age at entrance to school, age starting BGC, etc.			
ASL BASELINE TESTS	Date of Test	RESULTS	COMMENTS
1. ASL Balloon Story- signing sample			
2. ASL Sentence Judgment Task			
3. ASL Sentence Boundaries Task			
4. ASL Anchor Standard #1 Sentence Components Summative assessment PRE-TEST			

STUDENT NAME		SCHOOL	
Specific Information: In this section you make comments that are helpful to readers of the student's file. For ex, home language environment, age at entrance to school, age starting BGC, etc.			
ENGLISH BASELINE TESTS	Date of Test	RESULTS	COMMENTS
1. English BGC Vocabulary Assessment (216 words)			
2. English Balloon Story-writing sample			
3. English Sentence Judgment Task			
4. English Sentence Boundaries Task			
5. Anchor Standard #1 Sentence Components Summative assessment PRE-TEST			

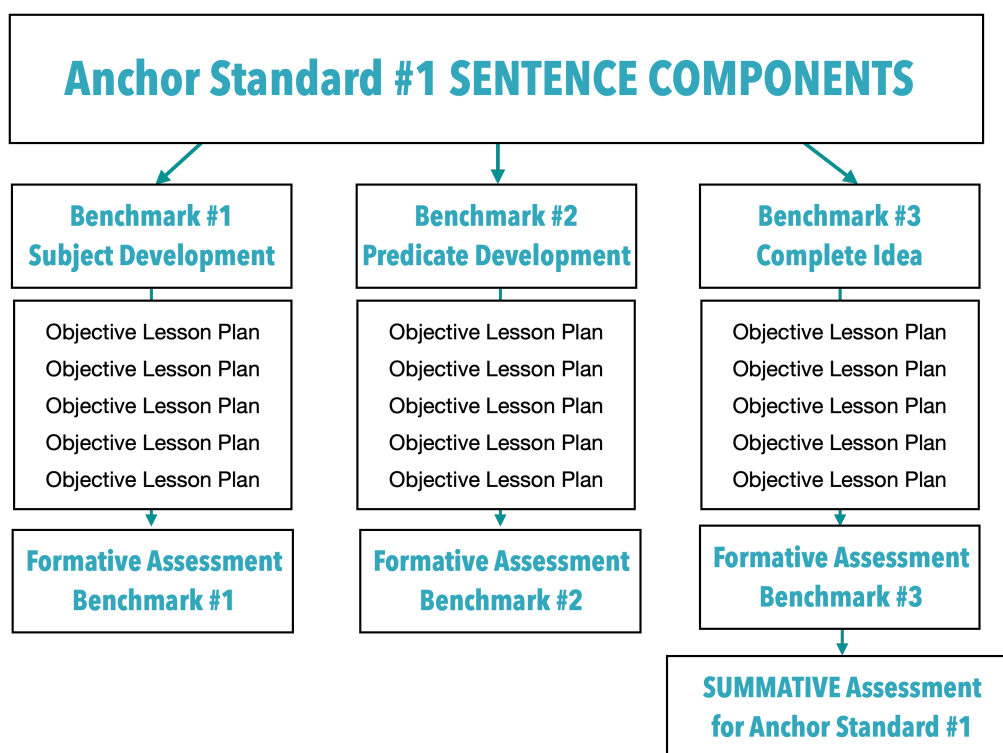
Structure of the BGC

The BGC is arranged in the following way:



In Level 1, there are six major areas of study (or Anchor Standards) for both ASL and English. Note that Anchor Standards #3 (Pronouns) and #6 (Prepositions) are not part of Level 1. They are covered in Level 2, as the foundational work we do in Level 1, will help to make those elements of grammar study accessible.

Inside each Anchor Standard you will typically see the following structure:



Under each Anchor Standard there are 3 Benchmarks (sometimes 4). These Benchmarks are sub-units typically focusing on concept building, articulation, and application of each Anchor Standard's grammar topic. Each

Benchmark contains objectives. Each objective is assigned a number to help you navigate through the many parts of the BGC.

Numbering System

1st Number = Level

2nd Number = Anchor Standard

3rd Number = Benchmark

4th Number = Objective

For example, Objective #1.4.2.1. means:

- Level 1
- Anchor Standard #4
- Benchmark #2
- Objective #1

After you finish each benchmark, we provide Formative Assessments. English has Formative Assessments after all Benchmarks. ASL has Formative assessments after all benchmarks except the final one. We also provide a final Summative Assessment at the very end of the Anchor Standard that covers all content from the entire Anchor Standard.

Formal BGC Instruction

When all baseline assessments have been completed and scored you are ready to begin formal BGC instruction.

You should devote no more than 20 minutes of instruction for ASL and English grammar study respectively (totaling 40 minutes). In most cases, objectives require several lessons in order to achieve the goal. It is understood that you will likely not complete each objective in 20 minutes, this is totally fine! As always, pacing of lessons is up to the discretion of each teacher. You know your students best. You will find that some objectives can be completed easily while others may take a week or more to complete.

Daily BGC work



20 minutes for ASL



20 minutes for English

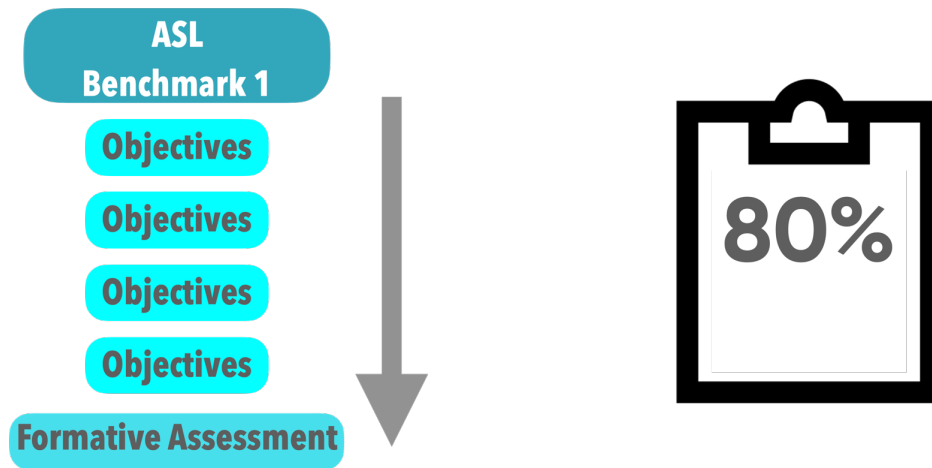
If you extend the lesson and require more material, **ensure that your lesson extensions are designed to accomplish the goal articulated in the objective.** This means using the language examples provided in the BGC as a model for your extension ideas. Adding additional expectations (i.e., more complex sentences or adding other grammar rules) risks and confusing the goal. The plan and its progression are intentional. Be patient. We will get there.

Instructional design:

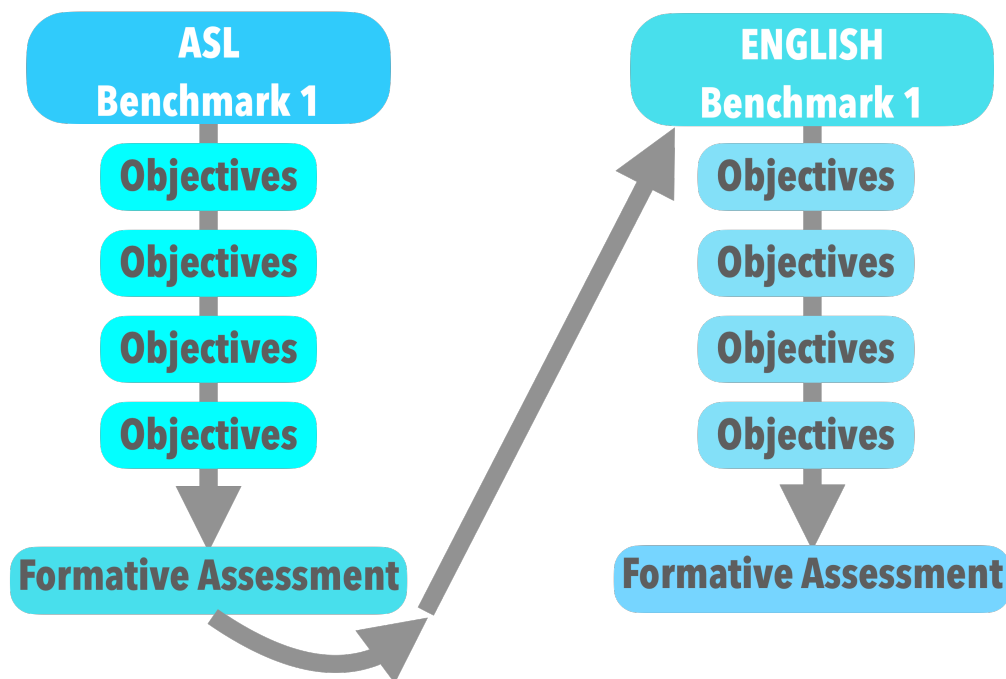
Grammar/Language concepts are first presented in ASL classes. We start with ASL instruction at ASL Anchor Standard 1, Benchmark #1, Objective #1 (#1.1.1.1.). Students will **complete all objectives in this**

Benchmark and pass the Formative Assessment (i.e., earning at least 80%) before moving to Benchmark #1 in English.

Anchor Standard 1

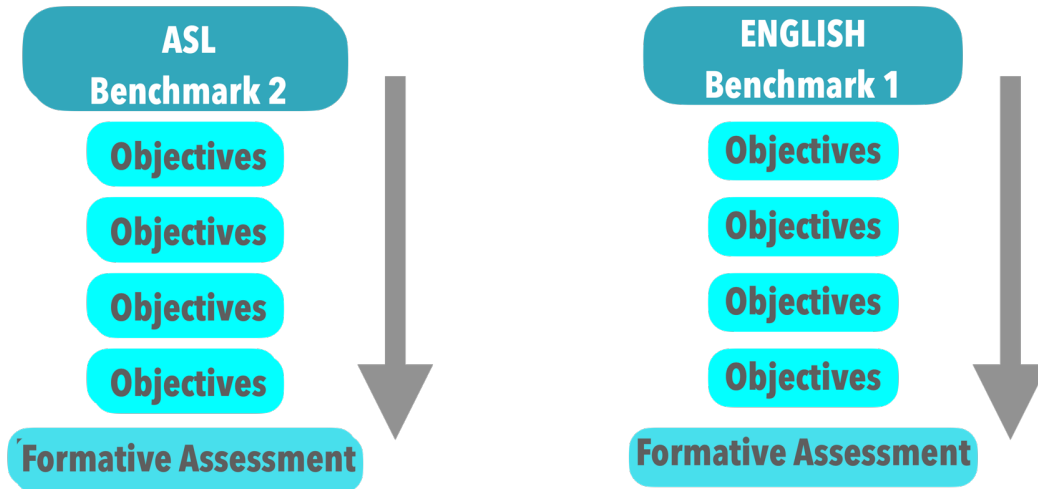


Once they complete Benchmark 1, students then apply what they have learned to English grammar study by **beginning work in the same Benchmark they just completed in ASL.**



At the same time, students begin the next Benchmark in ASL. In this way, all throughout the curriculum ASL is always “one Benchmark ahead” of English.

Anchor Standard 1



Lesson plans

In the BGC, objectives include a lesson plan that outlines materials, a procedure, assessments, and extension activities. Objectives are written in performance-based terms. This means students are tasked with doing something (e.g., identifying the subject by circling it, listing three adjectives, explain a specific rule, etc.) in order to demonstrate they have accomplished the goal.

In the BGC we have also added specific **teacher notes** to ensure that teachers are clear about the focus of the objective (e.g., describing specific grammar elements that may be confusing, explaining why a specific grammatical element is introduced at that time, etc.).

As with all curricula, we expect that teachers will read the lesson plan ahead of time. Preparation is essential. When possible, materials have been added to lessen teachers' workloads. Occasionally, there are expectations for preparing materials for a specific lesson (e.g., writing given English nouns on index cards for a game). The major difference between this and other curricula is that the BGC is completely digital. Teachers can decide which parts of a lesson they want to download to print out. Many partner schools have digitized their materials.

OBJECTIVE 1.1.1.6.

Anchor Standard #1: ASL Components

Benchmark #1: Subject Development

OBJECTIVE 1.1.1.6.Deline, categorize, and list WHQ subjects as any subject that belongs to the category "PERSON" (i.e., the person the ASL sentence is about)

LESSON PLAN

Lesson Materials:

- Pictures of WHQ subjects
- Pictures of WHQ subjects
- Category Label WHQ

Lesson Procedure:

Randomly arrange pictures of our WHQ and WHQ subjects on the board/wall, before you begin, have students identify each picture by stating their ASL signs. Model the signs if students are unfamiliar with any of the images.



Circle a "WHQ Zone" on the board and label it using those signs for WHQ.



Explain that we will be categorizing and defining an important idea today! Our job is to figure out a system for classifying the images and thus we have been talking about.

Ask students to take turns selecting only the images that fit our category WHQ. Once they select an appropriate member of our category, they must sign it, and then move it to our WHQ Zone on the board. Continue with this procedure until all of the appropriate pictures have been categorized.

When students have finished, ask them if they can notice a feature that is common to all of our WHQ examples. Students may be able to answer that they are all people. If so, excellent! If not, continue, using scaffolding and support.

In the event that your class needs more scaffolding, display the following category prompts:



(available as downloadable pdfs)

Ask students to determine which of these labels best characterizes the WHQ examples we have selected (PERSON, ANIMAL, PEOPLE, FOOD). Review each one and "take out our" about how these labels do or do not fit.

You should all come to the conclusion that these are all PEOPLE! Remove all of the other labels and reinforce that this is what we have been working towards! We now know that all WHQ subjects are PEOPLE.

Close by selecting several WHQ subject images. Ask why these pictures were not chosen? Everyone should respond that they are not a part of the "PERSON" category.

WHQ and WHQ Images	Labels
☐ PERSON (Person 1.1.1.6)	☐ PERSON (Person 1.1.1.6)

Edit: Edit with WYSIWYG Page Editor

Progress Monitoring

Completing all work in Level 1 requires approximately 2-3 years. Because the BGC is a language-based, developmental curriculum all students start at "the beginning" regardless of age. Everyone needs to understand and internalize the language/grammar concepts in order to make progress.

LEVEL 1: ENGLISH			LEVEL 1: ENGLISH		
Anchor Standard #1 SENTENCE COMPONENTS			Anchor Standard #1 SENTENCE COMPONENTS		
Benchmark #2 Predicate of a Sentence Concept Development			Benchmark #2 Predicate of a Sentence Concept Development		
Benchmark and Objective	Item Completed	Comments	Benchmark and Objective	Item Completed	Comments
1.1.2.1. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.2. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.3. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.4. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.5. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.6. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.7. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.8. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.9. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.10. Given a sentence, identify the WHQ (HAPPENED) in the sentence.			1.1.2.1. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.2. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.3. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.4. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.5. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.6. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.7. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.8. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.9. Given a sentence, identify the WHQ (HAPPENED) in the sentence. 1.1.2.10. Given a sentence, identify the WHQ (HAPPENED) in the sentence.		

This means that we must monitor student progress with fidelity. This is especially important so that teachers and students can experience seamless programming from year to year.

There are "tracking sheets" on the BGC website to help make this process an easy one. Digitizing these forms is highly recommended. This way, all BGC information is accessible and programming is less inconsistent.

LEVEL 1 SCOPE & SEQUENCE

Bilingual Grammar Curriculum

Level

1

ASL

English

 Anchor
Standard 1
SUBJECTS

- | | |
|--|--|
| <ul style="list-style-type: none"> • Identify, define, and produce single subjects. • Differentiate between appropriate and inappropriate subjects (making meaning). • Generate sentences with single subjects. • Independently compose sentences using compound subjects. | <ul style="list-style-type: none"> • Identify, compose, and repair single subjects in a sentence. • Define, categorize, and list WHO & WHAT subjects. • Given a predicate, choose the correct matching subject from several options. • Given a subject, choose the correct predicate from several options. |
|--|--|

Anchor Standard 1 PREDICATES

- Given visual stimuli as well as ASL sentences, state WHAT HAPPENED, what the subject HAS, or the DESCRIBING information.
- Define all three predicate types.
- Identify, produce, evaluate, and fix errors as they relate to all predicate types.
- Identify, compose, and repair predicates in sentences using all three predicate types.
- Define all three predicate types (WHAT HAPPENED indicates that an observable action has occurred, HAS predicates indicate something being held, DESCRIBING predicates describe the SUBJECT in specific ways).

Foundations of literacy

- Generate a predicate for a given subject.
- Produce a subject for a given predicate.
- Given any of the three types of predicates produce matching subjects.
- Identify predicates that do and do not apply to given subjects.

Anchor Standard 1 COMPLETE IDEAS

- Define complete ideas as sentences that include both a subject and a predicate.
- Identify, evaluate, and repair sentences as complete ideas.
- Identify simple sentence boundaries.
- Evaluate sentences for semantic appropriateness.
- Intentionally generate nonsense sentences.
- Articulate that the components of a complete sentence must include a subject and a predicate.
- Independently analyze sentences for completeness and appropriateness (all sentences must include Subjects and Predicates and they must make sense).
- Repair inappropriate sentences.

Foundations of literacy

- Diagram simple sentences using the sentence diagram chart.
- Compose sentences from diagram models.
- Independently compose sentences from various stimuli.

Foundations of literacy

- Capitalize the beginning letter of an English sentence.
- Include a period to indicate the end of a sentence.
- Independently identify sentence boundaries between two conflated sentences.
- Independently compose sentences from various stimuli.

**Anchor
Standard 1
SYNTAX
STUDY**

- Establish SUBJECT - PREDICATE sequence as the default syntax.
- Diagram ASL sentences identifying sentence components (Subjects & Predicates).
- Recognize that nouns can occur in the Subject and the Predicate.
- Recognize that Adjectives can occur before or after the Nouns they modify.
- Articulate the syntax rules for Adjectives in ASL.
- Compose sentences with Adjective - Noun, or Noun- Adjective syntax.
- Compare and contrast word order in ASL and English for sentences including all three predicate types.
- Diagram English sentences identifying sentence components (Subjects & Predicates).
- Recognize that nouns can occur in the Subject and the Predicate.
- Compare and contrast word order in ASL and English as it relates to Adjectives.
- Articulate the syntax rules for Adjectives in English.
- Compose sentences using Adjective - Noun syntax order.
- Repair sentences including incorrect English syntax.

Anchor Standard 2 NOUNS

- Identify and produce simple nouns.
- Categorize nouns according to specific types (e.g., people, places, animals, etc.).
- Define each category in accessible terms.
- Independently provide examples of nouns given categories.
- Recognize that nouns can appear in both subjects and predicates.
- Define nouns.
- Match English nouns to 8 categories (e.g., people, animal, clothing, vehicles, food, toys, fruit, tools).
- Given written nouns, identify the category to which they belong and suggest other members.
- Define "thing" according to specific categories (e.g., food, toy, clothing or vehicle).
- Define "place" as an inside or outside space.
- Given the 4 categories of nouns (People, Place, Thing, Animal), assign nouns to each category.
- Define NOUNS as words we use to label or "CALL".
- Identify nouns in an English sentence.
- Identify nouns and whether they occur in the subject or the predicate.

Foundations of literacy

- Independently provide examples of nouns given contexts.
- Compose sentences with nouns in both the subject and the predicate.

Foundations of literacy

- Compose English sentences including nouns in both the subject and predicate.

Anchor Standard 4 ADJECTIVES

- Identify, produce, and evaluate adjectives used in subjects and predicates.
 - Define adjectives as signs that provide more information about nouns.
 - Identify nouns modified by a given adjective in a sentence.
 - Articulate the syntax rules for adjectives in ASL.
 - Diagram sentences where nouns are modified by adjectives.
 - Determine the relative informativeness of sentences ASL.
- Foundations of literacy**
- Revise sentences where unmodified nouns are modified by adjectives.
 - Independently compose sentences including adjectives.
 - Anticipate and evaluate adjectives that are likely to occur in a given context.
- Identify, produce, and evaluate simple adjectives used in both subjects and predicates.
 - Define adjectives as words that provide more information about nouns.
 - Identify nouns modified by a given adjective in a sentence.
 - Given nouns, differentiate between appropriate and inappropriate adjective modifiers.
 - State that adjectives can only appear before nouns in noun phrases.
 - Identify the semantic relationship between two adjectives and related nouns (e.g., cold and sweet-ice cream).
- Foundations of literacy**
- Enhance the complexity of sentences by modifying nouns with appropriate adjectives.
 - Repair syntax errors that occur with nouns and adjectives.

Anchor Standard 5 ADVERBS

- Identify how adverbs change the meaning of adjectives.
- Notice the concurrent (New York City) architecture of ASL.
- Diagram sentences in ASL that include adjectives and adverbs.
- Rank the intensity of adverb choices.
- Apply adverbs (NMMs) in order to show intensity differences (e.g., MAN TALL, MAN EXTREMELY TALL).
- Identify, produce, and evaluate simple adverbs. In Level 1, this is limited to two adverbs that modify adjectives (e.g., big dog, very big dog, really big dog).
- On a scale that shows degree of intensity, indicate where various adjective/adverb/noun combinations fall.
- Provide original examples of adverbs given stimuli.

Foundations of literacy

- Given diagrammed representations of sentences with adjectives modified by adverbs, compose equivalent ASL sentences.
- Compose ASL sentences using adverbs from various stimuli.

Foundations of literacy

- Write phrases using correct English syntax rules (e.g., adverb + adjective + noun, as in really tall man).

**Anchor
Standard 7
VERBS**

- Identify simple action verbs in context.
- Define verbs as signs that represent observable actions.
- Recognize the role of verbs in WHAT HAPPENED predicates.

Foundations of literacy

- Provide examples of related verbs given a specific context.
- Compose complete sentences in ASL that use verbs in WHAT HAPPENED predicates.

- Identify simple action verbs in English sentences.
- Compose simple action verbs given stimuli.
- Define verbs as words that tell us "what happened."

Foundations of literacy

- Given specific contexts, generate verbs that fit that context. (e.g., given playground).
- Given specific subjects, generate verbs that fit that subject. (e.g., given chef, write: cook, cut, bake, make, etc.).

Anchor Standard 8 TENSE

- Recognize events in time as occurring before now, currently, or after now.
- Demonstrate command of simple tense in ASL.
- Categorize events/sentences as occurring before now, currently, or after now.
- Generate and classify tense markers in ASL.
- Articulate and evaluate the role of various tense markers in ASL.
- Define TENSE as information about when the predicate is occurring.
- Identify English lexical markers of time (e.g., today, yesterday, tomorrow, etc.).
- Categorize sentences according to their time designations (e.g., tonight, now, 5 minutes ago, today, this morning, etc.) using three time categories (BEFORE NOW, NOW (currently), AFTER NOW). Identify lexical markers of time (e.g., today, yesterday, tomorrow, etc.).
- Add -ed to verbs in order to indicate past and add will before the verb to indicate future events.

Foundations of literacy

- Appropriately compose sentences marking tense in grammatical ways.
- Change the TENSE of sentences in ASL.
- Define TENSE as words or word parts that signal BEFORE NOW/NOW/AFTER NOW
- State that time words or verb+ed indicate the tense of a sentence.
- Identify, differentiate, and categorize past and future sentences using lexical markers and morphological additions (-ed, will).

Foundations of literacy

- Given a sentence with a regular simple past or future tense verb (e.g., The girl will jump.) produce sentences with different tense (i.e., The girl jumped.).