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| **Strand 2: Teaching for Biliteracy Development** |
| **2A: Biliteracy instruction** |

* The teacher approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language.
* The teacher can articulate research-based approaches to (bi)literacy instruction and uses these approaches in practice.
* The teacher uses literacy instruction that is authentic (specific to each program language).

**Examples:**

1. *Understanding that skills and knowledge transfer across languages in bidirectional ways, the teacher teaches different comprehension strategies during reading instruction in each language. The teacher asks students during German instructional time to use strategies that were introduced during English instructional time and vice versa.*

2. *For reading instruction, a fourth-grade teacher consistently employs interactive read aloud, shared reading, collaborative reading, teacher-led small groups, and independent reading and can describe the purposes of and supports needed for each type of reading activity.*

3. *In a 90:10 program where students are introduced to literacy first in Spanish, the kindergarten teacher prioritizes teaching syllables with consonants and vowels over teaching individual letter names and sounds.*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about /questions:**  |
| **Resources:** |

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| **Strand 2: Teaching for Biliteracy Development** |
| **2B: Vocabulary development, word knowledge, and text types** |

* The teacher selects appropriate words for vocabulary instruction.
* The teacher uses a range of grade-level appropriate strategies, including varied word-learning strategies (e.g., teaching prefixes/suffixes), to build students’ vocabulary.
* The teacher draws attention to how different genres/text types are constructed in each program language.

**Examples:**

1. *In a third-grade unit on force and motion, the targeted vocabulary includes content-specific academic words like mass, speed, and acceleration as well as high frequency words that transfer across subject-matter domains like balance, movement, and pattern.*

2. *In a Grade 1 Mandarin immersion classroom, the teacher emphasizes the teaching of specific semantic radicals and helps students to identify familiar radicals in new characters to make informed guesses about their meaning.*

3. *In a fifth-grade French unit on the revolutionary war, the teacher highlights that some historical writing describes how things were in a period in time rather than presenting events that move through time. The teacher draws students’ attention to the structure of this type of text, which often begins with an identification of the period before moving into a description and guides students to notice that these texts use the* “imparfait” *verb tense more frequently than the* “passé compose”*.*

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| **Resources:** |

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| **Strand 2: Teaching for Biliteracy Development** |
| **2C: Cross-lingual connections** |

* The teacher incorporates cross-lingual instruction in lesson planning.
* During instruction, the teacher draws students’ attention to cross-lingual connections, focusing on metalinguistic knowledge of features like cognates, prefixes/suffixes, and word families.
* The teacher exclusively (or primarily) remains in the target language when making cross-lingual connections.
* The teacher models how students can independently draw on cross-lingual connections to support their own (bi)literacy development.

**Examples:**

1. *The word* bombero/a *(firefighter) appears in a first-grade unit on community helpers in a two-way classroom. The teacher pauses instruction to ask students to brainstorm other jobs that end with the structure* -ero/a*, such as* mesero/a *(waiter),* peluquero/a *(hairdresser), and* granjero/a *(farmer). She then asks students to think about (not say) the English equivalent of those words and asks them to visualize their endings. She then asks for a volunteer to come to the board and write what the ending looks like in English (-er).*

2. *A third grade French immersion teacher is reading a story aloud to students, and as they come across words with the prefix “mal-” (as in* malheureux *or* malsain*) (un- in English – unhappy, unhealthy), they engage in a “think-aloud,” drawing upon their knowledge of English as well, to model for students how they come to the conclusion that mal- means “not”. They explain to students how they can do the same thing to figure out the meaning of new words as they read independently.*

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| **Goals I have:** |
| **What I’d like to know more about /questions:**  |
| **Resources:** |

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| **Strand 2: Teaching for Biliteracy Development** |
| **2D: Biliteracy assessment** |

* The teacher designs biliteracy assessments that reflect the principles of biliterate reading/writing across genres/text types.
* The teacher uses knowledge of language transfer to inform interpretation of assessment data and guide future instruction.
* The teacher looks at student reading/writing while keeping in mind that students are developing biliteracy rather than literacy in just one language.

**Examples:**

1. *A fourth grade teacher who teaches her students in both English and Ojibwe designs parallel assessments for each language. In the Ojibwe literacy block, students write a biographic summary of a well-known elder in their community. In the English literacy block, students write a short biography of a famous person from their social studies unit.*

2. *This teacher analyzes both written assessments for evidence of language transfer, noting, for example, that their word order in English tends to be influenced by Ojibwe word order, which is highly flexible. This indicates the need to focus future instruction on English word order.*

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| **Goals I have:** |
| **What I’d like to know more about /questions:**  |
| **Resources:** |