



Teaching for Biliteracy Checklist	
Biliteracy practice	Evidence of practice (look-fors)
1. All students receive language arts (literacy: reading and writing) instruction in both languages, every day.	• Schedule reflects biliteracy instruction • Materials in both languages, reflecting the content allocation plan • Student work in both languages • Two different colors used to designate languages • Three linguistic spaces (or two in middle school) • Physical cue to identify language of instruction (e.g., magic scarf, etc.)
2. All students have an opportunity for free reading every day: any book, in any language. • SSR, DEAR, etc.	• Classroom library with three linguistic spaces • Schedule includes daily free reading time
3. All students have an opportunity for free writing every day: any topic, in any language. • Dialogue journals	• Schedule includes daily free writing time
4. Students have the opportunity to Bridge between languages at strategic moments during instruction: the third space in biliteracy instruction.	• Bridge anchor charts • Metalinguistic anchor charts • Cognate chart • Students display spontaneous “bridging” • Two different colors used to designate languages
5. Instructional time is dedicated to oracy development – academic oral language, both listening and speaking – in anticipation of literacy activities (reading and writing)	• Teacher use of strategies like TPR, ART, etc. • Students actively using TPR movements • Visible language scaffolds • Teacher consistently maintains language of instruction • Students maintain the language of instruction • Seating and grouping promotes student-student interaction
6. Sheltering strategies are consistently used throughout instruction.	• ALL students actively and meaningfully engaged • Students actively use language and content scaffolds • Students view themselves as bilinguals • Gradual release of responsibility

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7. Reading and writing instruction (including skill development) consistently happen within a comprehensible context – students know and understand the words they are reading and writing.	• All students actively and meaningfully engaged • Reading and writing thematically related
8. Reading and writing instruction match the internal structure of the language.	• Anchor charts match the structure of the language (e.g., <i>letras tramosas</i> in Spanish, sight words in English)
9. Content, literacy, and language instruction are integrated.	• Reading and writing about science, ss, and math • Standards based instruction: CCSS, CCSS in Spanish, content area standards, WIDA ELD, WIDA SLD • Language and content objectives for each lesson • Language and content targets for each unit
10. All students can use reading, writing, listening, and speaking for a wide range of purposes in two languages.	• All kids actively and meaningfully involved in all four language domains (listening, speaking, reading, writing) • Students view themselves as bilinguals
11. Schedules, instruction, and materials match the content and language allocation plan.	• All teachers and administrators know the content and language allocation plans. • Subjects are designated by language, by grade level: language of instruction • Materials are available and used in the language of instruction. • Classroom assessment is in the language of instruction for all students.