

Strategies that support effective biliteracy instruction

Adapted from: Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing

TPR – Total Physical Response – Comprehensible Context – Oral Language

Total Physical Response (TPR) developed by James Asher (1982) *Learning another language through actions: The complete teachers' guidebook*.

Description of use within a dual language setting

1. Whole group

- Teacher indicates that students should watch, listen and move, but not yet produce oral language.
 - Teacher narrates key academic vocabulary and language structures, supported by images, photos, or realia and movements.
 - Teacher repeats narration and movements until students demonstrate comprehension of key vocabulary and structures by providing the correct movements on command
 - Teacher moves and students provide the command, vocabulary, or sentence.

2. Partner or small group work

- In partnerships or small groups, students practice narrating the key academic vocabulary and language structures and matching them with the correct movements.
- Teacher observes student language use and movement, providing support and small group instruction as needed.

Fishbowl – A comprehensible way of instructing students in the expected behavior and language of a small group activity like a word sort, math game, or center.

Description of use within a dual language setting

1. Whole group

- Teacher identifies two or three students as the fish
- The other students stand or sit in a circle around the “fish”, acting as the “fishbowl”.
- The teacher moves the “fish” through the activity, supporting both the expected behaviors and language.
- **Sentence prompts** are provided and modeled.

LEA – Language Experience Approach

LEA is a strategy that integrates reading and writing. It takes advantage of an initial highly comprehensible, shared experience that students have (like TPR) The students then narrate a description of the activity to the teacher. For students at the earliest stages of literacy development, LEA is an effective way to model the move from oral

language to print. For older students, it is a way to model the use of new vocabulary, new sentence structures in writing, and a variety of writing genres.

For students of all ages, LEA has three steps.

1. The first step is sharing a concrete, comprehensible experience. When the concrete experience is complete, the teacher initiates the second step of LEA by gathering the students together and putting them into partnerships.
2. The second step is the narration of the concrete experiences. As she writes what the students narrate, the teacher gives a writing mini-lesson, modeling a specific writing skill appropriate for the developmental stage of her students.
 - a. When she invites students to narrate the concrete experience, the teacher instructs the students to first talk with their partners in order to collaborate to create a good sentence for the shared writing text.
 - b. While students prepare their sentence with their partner, the teacher listens to their discussions to assess their understanding of the new concepts and the oral discourse pattern they use to discuss these new concepts.
 - c. The teacher then calls on one student partnership and writes down their sentence.
 - d. Then, as the students offer their sentences for placement within the LEA text, the teacher shapes each utterance to match the writing skill and genre she is teaching.
 - e. The teacher continues in this pattern (inviting the students to talk with their partners and then share a sentence, and then adding that sentence to the LEA text) until the text is complete.
3. The third step is reading or writing using the LEA document as a mentor text. Students can read the text in a choral reading or guided reading exercise or revise or edit it or use it to guide them in writing their own texts of the same genre.

Grade Level	Sharing a Concrete Experience (Step 1)	Narrating While the Teacher Writes (Step 2)	Reading or Writing Activity Using Step 2 Transcript as Mentor Text (Step 3)

Focused Reading

In focused reading, students read a variety of texts on the same topic, at progressively more difficult levels. This strategy allows students to participate in multiple experiences with the same academic vocabulary, but in a variety of texts. Reading from multiple texts about a single topic helps student to clarify and refine their understanding of important topics while providing experiences with a variety of language structures and types of reading experiences.