

Dual Language Non-Negotiables:

- A minimum of 50% to a maximum of 90% of daily instruction in the non-English language (Spanish, Japanese, Mandarin Chinese, etc.)
- Strategic separation of languages on the part of the instructor – no translation
- K-5th grade, with K-12 encouraged
- Programmatic and curricular decisions based on research on English language learners

Adapted by Beeman and Urow, from
Dual Language Education of New Mexico
http://www.dlenm.org/index.php?option=com_content&view=article&id=49:dual-language-non-negotiables&catid=51:general&Itemid=5

Oracy and Background Knowledge Strategies from the Teaching for Biliteracy Book

Chapter 6

Strategy	Description This strategy focuses on	When to use it (What type of content and language)
Adapted Reader's Theater p. 81		
Total Physical Response p. 81		
Concept Attainment p. 81		
Fishbowl p. 82		
Field Trip, Experiment, and Movie p. 82		
Word, Picture or Phrase Sort p. 83		

Comprehension and Writing Strategies from the Teaching for Biliteracy Book

Chapters 7 and 8

Strategy	Description This strategy focuses on	When to use it What type of content and language? Can it be used as part of CAFÉ or another literacy structure?
Language Experience Approach p. 94 and p. 104		
Focused Reading p. 94		
Say Something p. 95		
Emergent Writing p. 102-104		
Dialogue Journals p. 106		
Content-Area Journals p. 107		

Bridge Strategies from the Teaching for Biliteracy Book

Chapter 10

Strategy	Description Active Student Engagement	What type of language this strategy focuses on (word, sentence or discourse level). What type of contrastive analysis can be done?
Side-by-Side (P. 135-136)		
Illustration or Graph (Bottom of P. 138 and top of p. 139)		
Así se dice (p. 139)		

Authentic Strategies for Teaching Word Study and Fluency in Spanish

Context	Text
Skills	Routines