

Instructional Sample Practice for Sixth Grade Dual  
Language (Spanish/English) Classroom Aligned to  
the Next Generation

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This L Q V W U X F W L R Q D O V D project [& L O V S L U R R P R I 3 U W K F W L F H V](#)  
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[6 W D Q C u n d e g y](#) funded by the New York State Education Department Office of

Bilingual Education and uM

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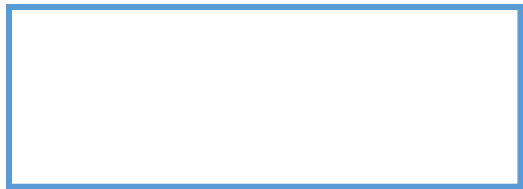


		<p>students with otherspeakers who share the same hor language can provide support and aid in comprehensio</p> <ul style="list-style-type: none"> <li>x Teachers of MLscan support their students by asking questions in English and, when comprehension jeopardized, in the language other thanEnglish that a student has mastered. Having students support one another or use web-based translation toolscan facilitate the comprehension of these opened questions and ensure access to deep content.</li> </ul>
<p>Metalinguisticawareness Understanding and practicing substitutions using fillers(g., one, do, it) and substitutions that use different words for the same subjecte(g pets and companions)</p>	<ul style="list-style-type: none"> <li>x Using different substitutions, the text is presented to help studentsunderstand the connections across sentences (metalinguistic/language awareness)</li> </ul>	<ul style="list-style-type: none"> <li>x Teachers of MLs can analyze the different kinds of substitutions the texts presentthat will provide MLs with strategies that will support them in better understanding texts, as well asimprove their writing.</li> <li>x Teachers of MLs canprovide specific opportunitiesand model thebridge that can exist between the home language and English.</li> <li>x Teachers of MLs can use songs, riddles/or poems</li> </ul>
<p>Summarizing a text</p>	<ul style="list-style-type: none"> <li>x In small groups,students practice summarizing without embedding their own opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>x Teachers of MLs provide specific questions in English/or</li> <li>x</li> <li>x</li> <li>x</li> </ul>



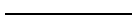
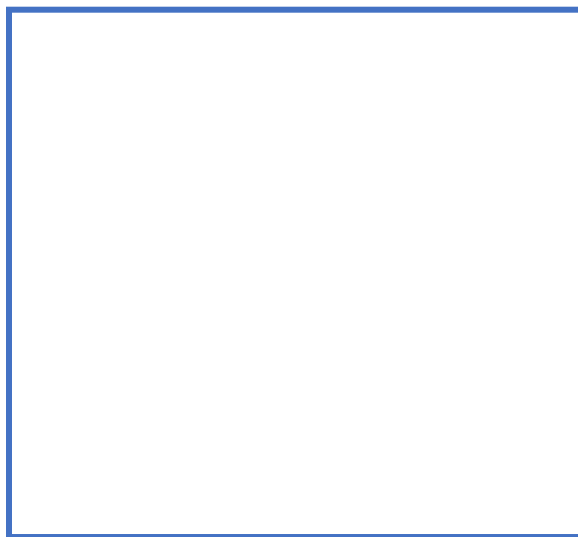












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deductions or comments He used the New Language Arts Bilingual Progressions 6.2. templates to guide his work.

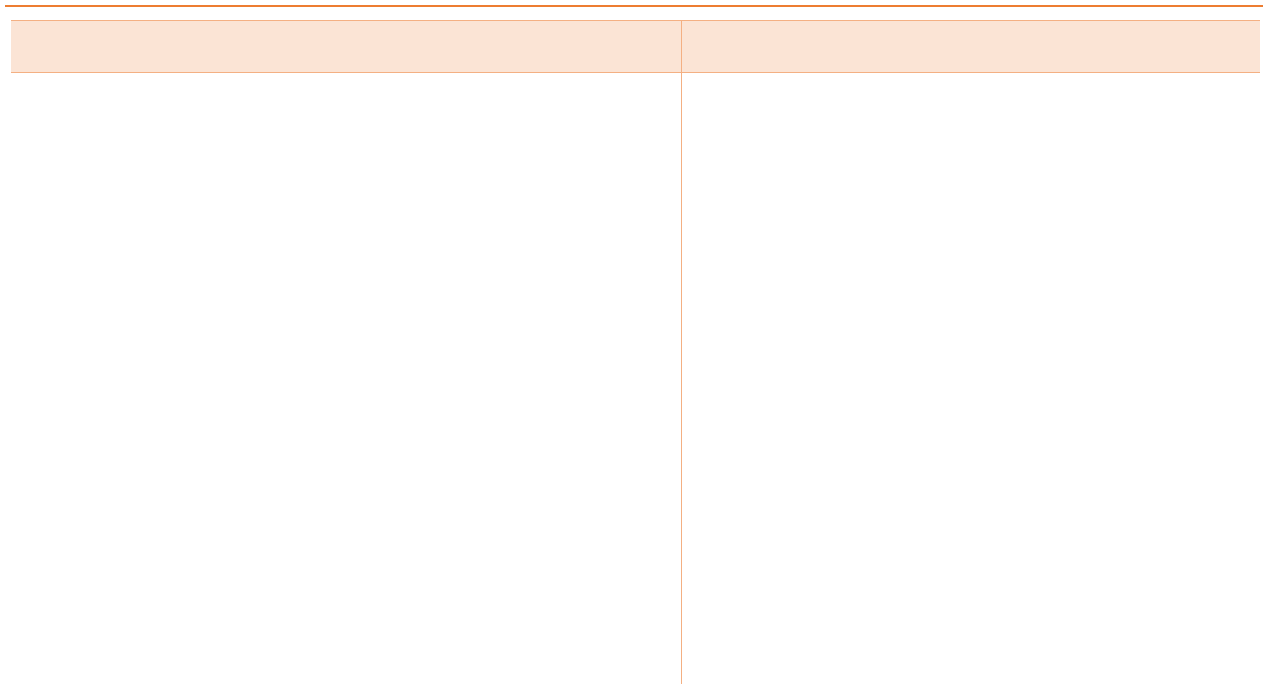
TEACHERS OF ML S PROVIDE SPECIFIC QUESTIONS  
IN ENGLISH OR/AND THE HOME LANGUAGE TO  
HELP WITH THE AC4 0B5.11 208.1 197.18 re W\* n BT







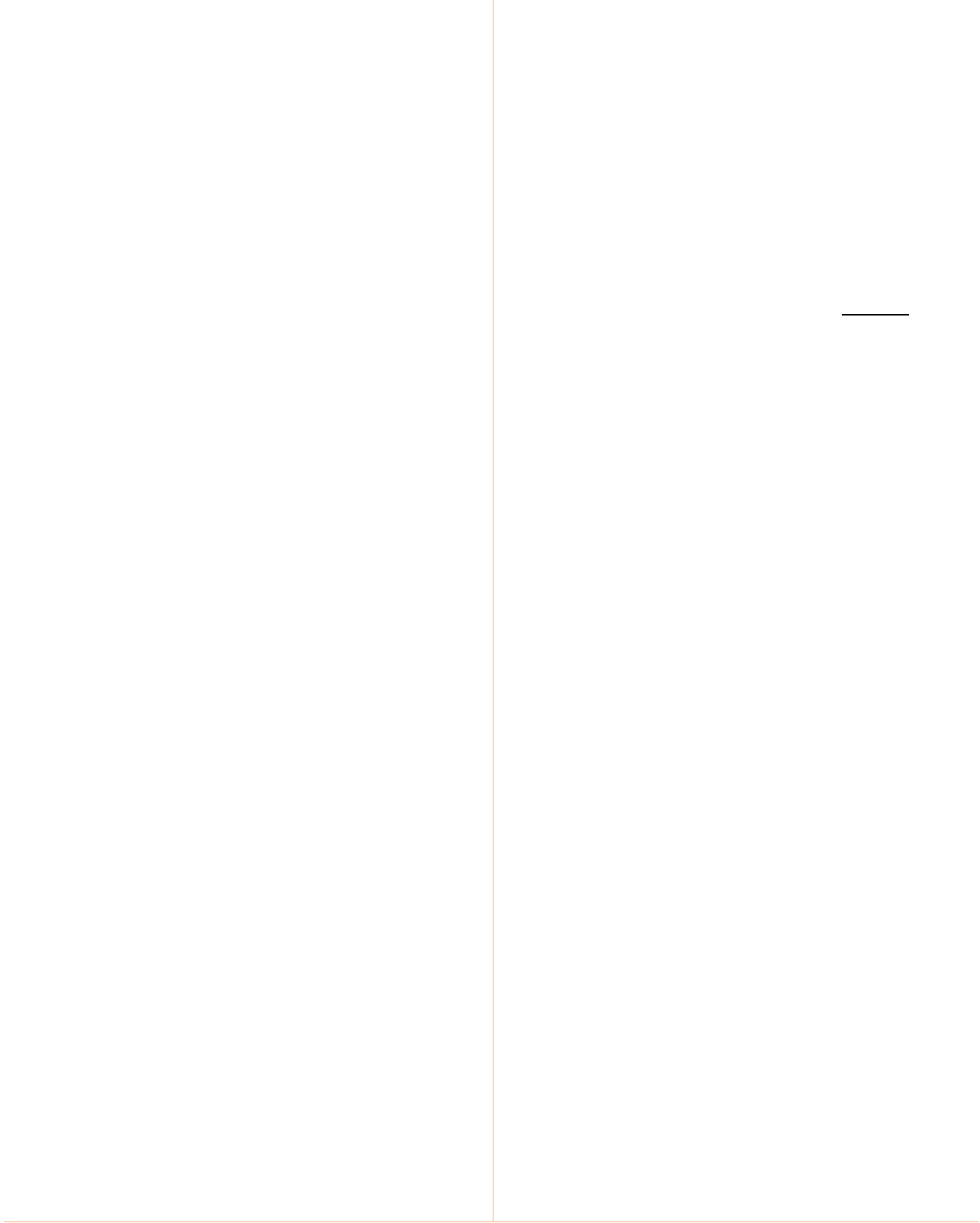












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home language and keep writing. The equivalent word in other language can always be incorporated in subsequent drafts. He based his thinking on the Bilingual Progressions Standard 10 for Writing











Table 10:





Fu, D., Hadjioannu,, X. & Zhou, X. (2019). Translanguaging for Emergent Bilinguals. New York: Teachers College Press.

García, O. (2009). Bilingual Education in the 21<sup>st</sup> Century: A Global Perspective. Malden, MA and Oxford: Basil/Blackwell

Gort, M. (2015). Transforming Literacy Learning and Teaching Through Translanguaging and Other Typical Practices Associated Wit K ' R L Q J % H D Q Q J X D O μ , Q W H U @ P W L R Q D O 0 X Journal, 9:1, 1-