



Teaching for Biliteracy Innovation Configuration Map

School _____ Date _____ Grade Level _____ Content Area _____ Language of Instruction _____

T4B Component	Role	Ideal Use		Acceptable Use	Insufficient Use	
Oracy	Students	Students self-select from/ have choice within oracy strategies or supports to interact in the language of instruction (e.g., partner talk, songs/chants, choral response, TPR, ART, etc.).	Students interact in the language of instruction with the support of an oracy building strategy (e.g., partner talk, songs/chants, choral response, TPR, ART, etc.).	Students are conversing with one another about the content utilizing all their linguistic resources (not adhering to the language of instruction).	Students are conversing, however not centered on any particular content.	Students are not conversing at any time during the lesson/class.
	Teacher	Teacher layers concrete activities (e.g., shared experiences, experiments, sorts, concept attainment, etc.)/oracy building strategies with supports (e.g., sentence prompts, visuals, manipulatives, realia, language partners, etc.).		Teacher uses/refers to a concrete activity/oracy building strategy.	No evidence of a concrete activity/ oracy building strategy.	
		Teacher consistently models and supports the academic language essential to the lesson as they visit each group or pair of students in order to advance students' understanding of content as well as linguistic expression.	Teacher consistently models and supports the academic language essential to the lesson in order to advance students' understanding of content as well as linguistic expression.	Teacher models (oral/written) academic language to facilitate student learning.	Teacher inconsistently or incorrectly models (oral/written) academic language.	Teacher does not model (oral/written) academic language.
		Teacher consistently maintains and supports the language of instruction.		Teacher maintains the language of instruction.	Teacher is silent, code-switches, orally translates materials and/or instruction intermittently throughout the lesson.	
	Classroom Blue - English Verde - Español	Consistent use of a particular visual cue clearly indicates language of instruction.		Evidence of a visual cue that indicates language of instruction.	No conventions indicate language of instruction or the indicator is used inaccurately.	
		All materials pertinent to the lesson/unit reflect the language of instruction and all materials align to the content and language allocation plan.		Most materials reflect the language of instruction and the content and language allocation plan.	Materials do not reflect language of instruction or are not aligned with content/language allocation plan.	
	<input type="checkbox"/> N/A					