



CATALYST FOR EDUCATIONAL CHANGE

Unlocking Language and Learning

High-Impact Practices for Dual Language Classrooms

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CECWEB.ORG

Workshop Essential Question



How can I plan for and implement instructional practices in my dual language classroom that will ensure all students can access, engage with, and express their learning?



Outcomes

- Understand the core principles of High Quality Instructional Practices (HQIP)
- Explore practices including language objectives, guided practice with feedback, and CFUs
- Plan for implementation with clarity and intentionality in a Dual Language Classroom



How HQIP Expands Language, Content, and Access for Multilingual Learners

Clarity

Modeling

HQIP

High-Quality Instructional Practices

Feedback

Engagement

✓ **Language:** Builds opportunities for students to see, hear, and use academic language through modeling and guided practice

✓ **Content:** Makes rigorous concepts comprehensible through clear objectives, structured steps, and checks for understanding

✓ **Access:** Reduces barriers by designing instruction for clarity, participation, and feedback not just exposure

● **HQIP is not just effective it's essential for MLL access**

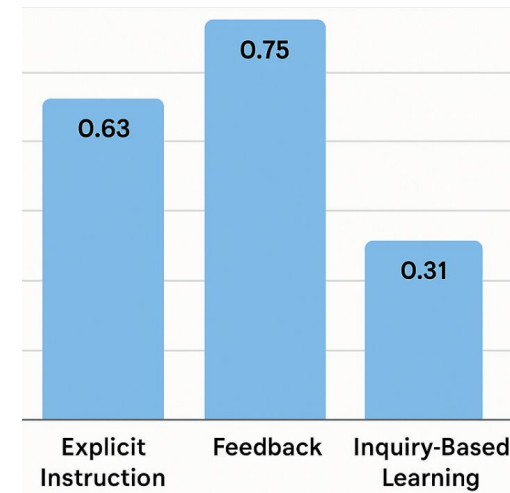


Why Explicit Instruction Now?

John Hattie's Effect Size for Explicit Instruction: 0.63

Explicit instruction, when delivered well, has an impact on learning equivalent to nearly two years of growth in one year.

- Explicit Instruction (0.63)
- Feedback (0.75)
- Inquiry-based Learning (0.31)



What stands out to you about these effect sizes?

How might explicit instruction be adapted to support students at different language proficiency levels?

Why are HQIPs critical for Dual Language Classrooms?

'Research has indicated that students benefit from increase opportunity to interact directly with the teacher. If opportunities to become biliterate are to be maximized, teachers must consider the most efficient ways to plan focused and connected lessons that are balanced in approach...Whole group instruction increases a teacher's ability to scaffold grade appropriate learning and to teach to students' potential rather than limiting them by continual grouping and regrouping around a perceived language or literacy level. The goal is to move students toward independent practice while ensuring that they are receiving the support they need. This is accomplished by slowly removing teacher support as students acquire targeted knowledge and skills, which is known as gradual release of responsibility. (Dutro & Kinsella, 2010; Fisher, Rothenburg, & Frey, 2007; Pearson & Gallagher, 1983)

-Biliteracy from the Start, 2014

Biliteracy environments must place even greater emphasis on explicit and interactive teaching!





The Science Behind the Practice

Cognitive Load Theory



Gradual Release of Responsibility

I Do



We Do

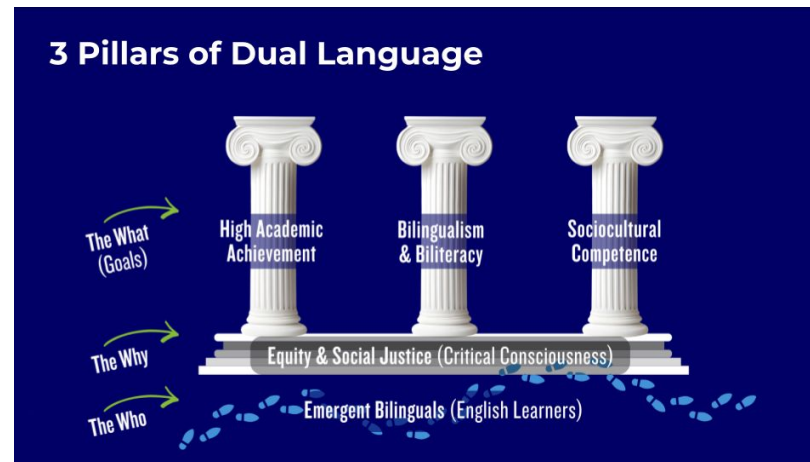


You Do



Building Sociocultural Competence:

- All language varieties are valid
- All “non-standard” varieties are acknowledged and respected
- Teachers affirm translanguaging practices to honor and respect the language-variety identities of the students and their families



*What might this look like when following
Gradual Release of Responsibility?*

Explicit Instruction Explained

Explicit instruction is a structured, teacher-led approach that breaks down learning into clear, sequenced steps.

Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it, and create opportunities in lessons for students to demonstrate understanding and apply the learning.

- High Impact Teaching Strategies Resource, State of Victoria, 2020



Continuum of Practice

Where does your instruction fall from
implicit → explicit?



What Explicit Instruction Is NOT

- ✗ A script or script-reading
- ✗ Teacher lecture all day
- ✗ “Sit and get” instruction
- ✗ Rigid, one-size-fits-all teaching
- ✗ Worksheets without context or modeling
- ✗ Telling students what to do without showing how
- ✗ Removing all challenge from learning
- ✗ Silence and compliance as a sign of success



Intentional Language Use Across Instruction:

Teachers makes decisions about *WHAT* language(s) *WHEN* and *WHY*...

- Teacher uses target language to model specific language objectives
- Language expectations consider students' developmental stage and language proficiency levels
- Emergent language learners can access their full linguistic repertoire when grappling with challenging content
- Teacher uses translanguageing strategically to validate linguistic and cultural backgrounds.
- Dedicated/Planned space for cross-linguistic connections (bridging)



Instructional Practices Sort

- With your partner or group, read each instructional practice card.
- Decide whether the practice represents explicit or implicit instruction.
- Place the card on the continuum line or in the matching category.
- Be ready to share and explain one or two you debated or changed your mind about.



Key Elements of Explicit Instruction

- Clear learning & language objectives
- Modeling and demonstration
- Guided practice with feedback
- Independent practice
- Checks for understanding



Comprehensible Input & Output Through Explicit Instruction

The Cycle of Learning: Ideally, strong input paves the way for meaningful output. Students hear/see how the language works, internalize it, then attempt to use it themselves. –Understanding Input & Output: Krashen's Pillars of Language Learning, American TESOL Institute, 2024

Modeling= input

Guided Practice= output

Guided Practice with Feedback= output/input/output...



Clear Learning Objectives



Definition & Purpose: Clear objectives state what students will learn and how they'll demonstrate mastery. They guide both instruction and assessment. If students don't know the target, they can't aim for it.

Practical Example: Instead of: We're learning about fractions today.
Try: Today we will compare two fractions with different numerators and denominators using visual models.

Common Pitfall: Avoid vague or overly broad goals like: Understand fractions. They don't clarify what success looks like for students or teachers.

Dual Language Considerations: Both Content & Language Objectives! A Language Objective is INTENTIONALLY designed to increase access for language learners and make EXPLICIT the language forms they will need to ultimately meet the content objective.



What Is a How-to Article? (continued)

OBJECTIVE

- To put the steps of a how-to article in the correct order

WARM-UP

Invite volunteers to say directions for getting from one part of the school to another using order words. Talk about what might happen if the steps were out of order.

GRAMMAR INTEGRATION

Part 1, Section 3, Verbs, page 81

TEACH

Review the order words *first*, *next*, *then*, and *last*, as well as how these words show readers the order of the steps in a how-to article. Ask students why knowing the order of steps is important. (If readers don't know the order of the steps, they cannot complete the activity or project.)

PRACTICE

Read aloud the directions for Activity C and the phrases in the first word bank on page 232. Guide students to complete the first item as a class. Encourage students to explain why the steps belong in the order they have chosen. Read aloud the phrases in the second word bank or invite a volunteer to do so. Allow time for students to complete the item independently. Walk around the classroom to check that students are writing the steps in the correct order. When they have finished, invite volunteers to share their work and to explain their answers.

APPLY

Play a storytelling game with students by making stories one sentence at a time, using order words. Begin a simple story with a sentence that uses the word *first*. (First, Annie lost her necklace. First, the giant woke up.) Ask a volunteer to tell the next sentence of the story by saying a sentence with the word *next*. Then have a third volunteer

tell another sentence of the story by saying a sentence that begins with the word *then*. Have a volunteer use the word *last* and finish the story.

ASSESS

Note which students had difficulty putting the steps of a how-to article in order. Provide those students with additional support.

Steps in a How-to Article

ACTIVITY C Where does each step belong? Write it on the correct line.

freeze them for an hour.

pour juice into the tray.

eat them!

put a craft stick in each cube.

Have you ever made frozen pops? All you need is juice, an ice-cube tray, and craft sticks.

- First, pour juice into the tray.
- Next, put a craft stick in each cube.
- Then freeze them for an hour.
- Last, eat them!

put the soil into the cup.

cover the seed with soil.

water it.

press the seed into the soil.

Start your own garden. You need a seed, a cup, some soil, and water.

- First, put the soil into the cup.
- Next, press the seed into the soil.
- Then cover the seed with soil.
- Last, water it.

OBJECTIVES

- To use drawings to plan a how-to article
- To write a What You Need list

WARM-UP

On the board, write the things needed to make a peanut butter and jelly sandwich, leaving off one item (*bread, peanut butter, a knife*). Invite a volunteer to say what is missing from the list (*jelly*). Guide students to write the steps involved in making the sandwich. (First, gather the ingredients and a knife. Next, spread the peanut butter on one slice of bread. Then, spread the jelly on the other slice. Last, put the two pieces of bread together.)

GRAMMAR INTEGRATION

Part 1, Section 3, Verbs, page 82

TEACH

Lead a discussion about ways that students have learned to plan personal narratives and friendly letters (*brainstorming, using a chart or pictures to organize ideas*). Tell students that planning a how-to article means thinking about what to write and the order that the information will be written in.

PRACTICE

Read aloud the activity directions on page 233 or invite a volunteer to do so. Invite volunteers to name things about which they might write. Have students complete the title by filling in the blank after *How to*. Then direct students' attention to the beginning, *Making _____ is easy and fun*. Encourage students to fill in the blank with their topic.

Allow time for students to complete the rest of the activity independently. When students have finished, invite volunteers to share their work with the class.

APPLY

Ask the class to choose a simple activity, such as building a snowman. On the board, model planning a how-to article by copying the graphic organizer on page 233. Encourage students to think of items they would need for the What You Need list. On the board, write students' responses. Then invite them to tell the steps needed. Write on the board the steps that students provide.

ASSESS

Note which students had difficulty planning a how-to article using drawings. Provide those students with additional support.

SPEAKING AND LISTENING

Invite a volunteer to demonstrate what the class article is teaching, following the list and steps as he or she pantomimes each step. If any materials or steps are missing, have students write on the board what should be included so that the volunteer can successfully complete the activity.

Plan a How-to Article

ACTIVITY D Think about something you know how to make. Fill in the blanks. Write what you need. Draw a picture of each step.

How to _____

Making _____ is easy and fun.

What You Need

Steps

1. First



2. Next



3. Then



4. Last



My Action Plan:

1. Choose ONE of the 5 HQIP elements you want to strengthen in your DL classroom.
2. Write exactly how you will apply or strengthen that element in your DL classroom
3. Identify one co-teacher or colleague who can observe, co-plan, or give you feedback as you try it.

- ✓ Clear Learning Objectives
- ✓ Modeling
- ✓ Guided Practice with Feedback
- ✓ Independent Practice
- ✓ Checks for Understanding



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