



What kind of language acquisition program do you have?

Teaching for Biliteracy is flexible

Teaching for Biliteracy and the **Bridge** are flexible frameworks that can be used in a variety of language acquisition program models, including

- 80/20 and 50/50 dual language programs
- one-way immersion and two-way immersion programs
- transitional bilingual programs



Teaching for Biliteracy is flexible

Because there are differences in the way terms and labels are used, we prefer to look at programs based on their programmatic elements, rather than their labels.



Teaching for Biliteracy is flexible

This quick survey will help look at your program. For each numbered item, choose either the descriptor in column A or in column B.



Choose either column A or B

Column A

1. The goal of the program is high levels of bilingualism and biliteracy for all students in the program

Column B

1. The goal of the program is high levels of English proficiency and English literacy for students in the program.



Choose either column A or B

Column A

1. The goal of the program is high levels of bilingualism and biliteracy for all students in the program

Column B

1. The goal of the program is high levels of English proficiency and English literacy for students in the program.

**Which more closely matches
the goal of your current
program?**



Choose either column A or B

Column A

1. The goal of the program is high levels of bilingualism and biliteracy for all students in the program

2. Instruction in Spanish begins in Kinder (or Pre-K) for all students, and continues through at least 5th grade.

Column B

1. The goal of the program is high levels of English proficiency and English literacy for students in the program.

2. Instruction in Spanish is for a limited amount of time.



Choose either column A or B

Column A

1. The goal of the program is high levels of bilingualism and biliteracy for all students in the program

2. Instruction in Spanish begins in Kinder (or Pre-K) for all students, and continues through at least 5th grade.

3. All students receive at least 50% of their daily instruction in Spanish.

Column B

1. The goal of the program is high levels of English proficiency and English literacy for students in the program.

2. Instruction in Spanish is for a limited amount of time.

3. Students received progressively fewer instructional minutes in Spanish with each year in the program, with the goal being English-only instruction.



Choose either column A or B

Column A	Column B
1. The goal of the program is high levels of bilingualism and biliteracy for all students in the program	1. The goal of the program is high levels of English proficiency and English literacy for students in the program.
2. Instruction in Spanish begins in Kinder (or Pre-K) for all students, and continues through at least 5 th grade.	2. Instruction in Spanish is for a limited amount of time.
3. All students receive at least 50% of their daily instruction in Spanish.	3. Students received progressively fewer instructional minutes in Spanish with each year in the program, with the goal being English-only instruction.
4. At the Pre-K and Kindergarten level, the program is open to all students. This results in a program that includes students with a wide range of linguistic proficiencies and academic abilities.	4. This program is only open to students with a very specific linguistic profile, and students are exited from the program when they no longer fit that profile.



Choose either column A or B

Column A

1. The goal of the program is high levels of bilingualism and biliteracy for all students in the program

2. Instruction in Spanish begins in Kinder (or Pre-K) through a

3. All stud
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4. At the Pre-K and Kindergarten level, the program is open to all students. This results in a program that includes students with a wide range of linguistic proficiencies and academic abilities.

Column B

1. The goal of the program is high levels of English proficiency and English literacy for students in the program.

2. Instruction in Spanish is for a limited

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4. This program is only open to students with a very specific linguistic profile, and students are exited from the program when they no longer fit that profile.

**Is your program more like
program A or program B?**



Choose either column A or B

Column A	Column B
1. The goal of the program is high levels of bilingualism and biliteracy for all students in the program	1. The goal of the program is high levels of English proficiency and English literacy for students in the program.
2. Instruction in Spanish begins in Kinder (or Pre-K) for all students, and continues through at least 5 th grade.	2. Instruction in Spanish is for a limited amount of time.
3. All students receive at least 50% of their daily instruction in Spanish.	3. Students received progressively fewer instructional minutes in Spanish with each year in the program, with the goal being English-only instruction.
4. At the Pre-K and Kindergarten level, the program is open to all students. This results in a program that includes students with a wide range of linguistic proficiencies and academic abilities.	4. This program is only open to students with a very specific linguistic profile, and students are exited from the program when they no longer fit that profile.



If your program is more like A...

...your program looks more like a dual language program.

Some other names for **dual language programs** are:

- one-way immersion
- two-way immersion
- developmental or maintenance bilingual programs.



**If your program is more like A...
Teaching for Biliteracy and the Bridge,
including simultaneous biliteracy
instruction, can be implemented in all
types of dual language programs:**

- 80/20 programs and 50/50 programs;
- one-way immersion and two-way immersion
- developmental and maintenance bilingual programs.



If your program is more like A...

You can find out more information about dual language programs, and the different labels used throughout the United States, here:

- Center for Applied Linguistics:
<http://www.cal.org/twi/>
- Dual Language Education of New Mexico:
http://www.dlenm.org/index.php?option=com_content&view=article&id=433:what-is-dual-language-education&Itemid=53
- National Dual Language Consortium:
<http://www.dual-language.org/>



If your program is more like B...

...your program looks more like a transitional bilingual program

Teaching for Biliteracy and the Bridge, including simultaneous biliteracy instruction, is well-fitted for and can be implemented in transitional bilingual programs.



If your program is more like B...

Some other names for these kinds of programs are early exit bilingual or late exit bilingual education.

You can find out more about transitional bilingual education, and other language acquisition models, here:

- West Ed:

[http://www.wested.org/online_pubs/
Foster_Academic_Success_092309.pdf](http://www.wested.org/online_pubs/Foster_Academic_Success_092309.pdf)





**Teaching for Biliteracy and
the Bridge are flexible
frameworks.**