

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms.	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
Teachers and staff display and promote all the home languages represented in the school.	Assessments and interventions are designed for developing bilinguals and take advantage of all their linguistic resources, across their languages.	Students are provided explicit instruction in the similarities and differences of the cultural norms that frame language use in both Spanish and English.	Onset and rime is taught in Spanish (<i>c-ama, d-ama, r-ama</i>).
Signage, announcements and communication home are done in both English and Spanish.	Simultaneous bilinguals who use both languages together are placed in bilingual and dual language programs instead of monolingual English programs.	Word walls in Spanish highlight the “tricky letters” (like the “b” and the “v”) and look different from English word walls.	Students engaged in biliteracy development follow the same pacing chart as students engaged in monoliteracy.
Staff strategically includes Spanish speaking role models and guests when planning career day, assemblies, community	U.S. Spanish (<i>bleediando</i>) is respected and analyzed in the classroom, and viewed as an opportunity for metalinguistic analysis and	Syllable segmentation is one of the major word study areas of focus in the primary grades.	Word walls in Spanish are organized alphabetically.

Bilingual teachers speak Spanish with each other, even when the students are not present.	Oral language development is a key goal in both Spanish and English, and the teacher carefully plans opportunities for students to develop oracy (academic listening and speaking skills) in anticipation of literacy.	Students engage in formal Bridges and begin “bridging” as early as Pre-K. This “translanguaging” continues throughout their learning.	Students first learn to read and write in one language, and then transition at one moment in time to reading and writing in the other language.
Students are provided long term and explicit biliteracy instruction (literacy instruction in both Spanish and English) beginning as soon as they enter the US school system.	Instruction focuses on moving from student “informal” language (<i>tochar</i>) to formal language (<i>empujar</i>) in Spanish, and these comparisons are captured in word walls.	Students constantly look for patterns in how Spanish and English are similar and different, developing metalinguistic awareness in the areas of phonology, morphology, syntax and grammar, and pragmatics.	Students are assessed in their dominant language only.
Bilingual teachers continually develop their own academic Spanish, and academic English.	Student writing reflects how they speak. It is not “monolingual-like”.	Students regularly read texts originally written in Spanish (rather than translations from English), and from a variety of Spanish speaking countries.	Students and teachers practice the absolute separation of languages.