



Content Allocation: Planning Content in Spanish and English K- 5

Biliteracy Guidelines (Beeman & Urow, 2013)

- All students receive literacy instruction (language arts) in both languages every day, beginning at entry into the program.
 - Each language arts class focuses on different standards – NOT the same standards, themes, or stories.
- Students are together for differentiated, but not separate, instruction.
- In PreK-5th grades, content and literacy are integrated.
- Content (Science, Social Science and Math) is taught in one language only at each grade level. This is called content allocation.

Option A: 80/20 Model

Math and Social Studies move to English in grade 3. Science remains in Spanish, K-5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K (end of every unit): Spanish to English: • Language Arts • Science • Social Studies • Math 1 and 2 (end of every unit): Spanish to English: • Language Arts/ Science • Math English to Spanish: • Language Arts/Social Studies 3rd -5th Grade: (end of every unit) Spanish to English: • Language Arts/Science English to Spanish: • Language Arts/Social Studies • Math	20% Language Arts using a universal theme (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Math		30% Language Arts (Literacy-based ESL) integrated with Social Studies
Second Grade 60/40	60% Language Arts Science Math		40% Language Arts (Literacy-based ESL) integrated with Social Studies
Third Grade 50/50	50% Language Arts Science		50% Language Arts Social Studies Math
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies

Option A:

Advantages	Considerations
True for all 80/20 Options: • It is more likely that all students will achieve higher levels of Spanish achievement in 80/20 models because of the potential for developing stronger oracy and literacy in Spanish for all students. • The value of Spanish is elevated because of more Spanish in K-2, resulting in more respect towards the language and a stronger desire to study in it. For this reason, there may be more potential for deeper cross-cultural understanding on the part of the students as well as higher academic achievement. Option A: This Option is perhaps the easiest model to implement, from a staffing and organizational point of view. Switching to Social Studies in the third grade will optimize materials in grades 3-5 in English. Attention to background knowledge on the part of ELLs will continue to be very important in social studies at those grades. Because English and Spanish share academic language in science, as long as the Bridge is occurring at the end of each unit, students will be able to demonstrate in English what they learned in science in Spanish. Since Math is in English in grade 3-5, there will be more time for Spanish language arts.	True for all 80/20 Options: • For two-way, dual language programs, 80/20 models can be harder to sell politically. Staff members must be trained in understanding why more Spanish in the earlier grades is better for all students and will result in higher levels of biliteracy. Though materials exist to deliver content in Spanish, training for teachers on Spanish literacy will be an important priority. A concerted effort to train teachers on how to teach literacy in Spanish as opposed to how to teach in English will be necessary. Option A: Given that in grades 3-5 there is less time for language arts in English since Math is taught in English, language arts and social studies will have to be tightly integrated. While this is pedagogically good, it requires in depth planning. Doing the Bridge at the end of every unit will be crucial to the success of this option since Science is taught only in Spanish and SS in English, 3-5.

Option B: 80/20: The majority of the content is delivered in Spanish, K-2. Switches subject area in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts using a universal theme (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Math	1st (end of every unit): Spanish to English: • Language Arts/ Science • Math English to Spanish: • Language Arts/Social Studies	30% Language Arts (Literacy-based ESL) integrated with Social Studies
Second Grade 60/40	60% Language Arts Social Studies Math	2nd (end of every unit): Spanish to English: • Language Arts/ Social Studies • Math English to Spanish: • Language Arts/Science	40% Language Arts (Literacy-based ESL) integrated with Science
Third Grade 50/50	50% Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	50% Language Arts Social Studies
Fourth Grade 50/50	50% Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts/Social Studies English to Spanish (end of every unit): • Language Arts/Science • Math	50% Language Arts Science Math
Fifth Grade 50/50	50% Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	50% Language Arts Social Studies

Advantages	Considerations
Students are exposed to all content in both languages K-5.	This is perhaps the costliest option and the most difficult to implement because of the switching of subject every year in grades 1-5.

Option C: 80/20 Model: The majority of the content is delivered in Spanish, K-2. Math moves to English in 4th grade. Language Arts/Science is in Spanish Grades 3-5, whereas Language Arts/Social Studies is in English, Grades 3-5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts using a universal theme (Literacy-based ESL)
First Grade 70/30	70% Language Arts Social Studies Math	1 and 2: Spanish to English (end of every unit): • Language Arts/Social Studies • Math	30% Language Arts (Literacy-based ESL) integrated with Science
Second Grade 60/40	60% Language Arts Social Studies Math	English to Spanish (end of every unit): • Language Arts/ Science	40% Language Arts (Literacy-based ESL) integrated with Science
Third Grade 50/50	50% Language Arts Science *Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/ Social Studies	50% Language Arts Social Studies
Fourth Grade 50/50	50% Language Arts Science	Spanish to English (end of every unit): • Language Arts/Science English to Spanish (end of every unit): • Language Arts/ Social Studies • Math	50% Language Arts Social Studies Math
Fifth Grade 50/50	50% Language Arts Science	Spanish to English (end of every unit): • Language Arts/Science English to Spanish (end of every unit): • Language Arts/ Social Studies • Math	50% Language Arts Social Studies Math

*Depending on your student data, math can switch to English in 3rd grade instead of 4th grade. Another option is for math to stay in Spanish K-5.

Option C:

Advantages	Considerations
Students build a strong foundation, over a number of years, in each language in each content area. Consistency is built over time, allowing all participants to predict and anticipate language and content. Currently, it is much easier to find good Spanish Science materials than good Spanish Social Studies materials. However, if the district finds good Social Studies materials for Spanish, then leaving Social Studies in Spanish K-5 becomes an option.	Doing the Bridge at the end of every unit will be crucial to the success of this option.