



Content Allocation: Planning Content in Spanish and English Elementary School 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: 50% English -50 % Spanish Model - Switch subject area to the other language every year

	Spanish	Bridge	English
Kindergarten	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	Language Arts Social Studies Math
First Grade	Language Arts Social Studies Math	Spanish to English (end of every unit): • Language Arts/Social Studies • Math English to Spanish (end of every unit): • Language Arts/Science	Language Arts Science
Second Grade	Language Arts Science	Spanish to English (end of every unit): • Language Arts/Science English to Spanish (end of every unit): • Language Arts and Social Studies • Math	Language Arts Social Studies Math
Third Grade	Language Arts Social Studies Math	Spanish to English (end of every unit): • Language Arts/Social Studies • Math English to Spanish (end of every unit): • Language Arts/Science	Language Arts Science
Fourth Grade	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	Language Arts Social Studies Math
Fifth Grade	Language Arts Social Studies Math	Spanish to English (end of every unit): • Language Arts/Social Studies • Math English to Spanish (end of every unit): • Language Arts/Science	Language Arts Science

Advantages	Considerations
True for all 50/50 Options: The program can more effectively take advantage of what can be a limited resource - bilingual teachers, by including both bilingual teachers and monolingual English teachers in the two-teacher model of instruction. Option A Students are exposed to all content in both languages K-5.	True for all 50/50 Options: - Can be challenging to really create a 50/50 experience, since specials are usually in English - If the two-teacher model is used, partner teaches will need time and support for collaborative planning. Option A This is perhaps the most costly option of the three and the most difficult to implement because of the annual switching. Doing the Bridge at the end of every unit will be crucial to the success of this option.

Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).

	Spanish	Bridge	English
Kindergarten	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	Language Arts Science Math
First Grade	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	Language Arts Science Math
Second Grade	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	Language Arts Science Math
Third Grade	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	Language Arts Social Studies
Fourth Grade	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	Language Arts Social Studies
Fifth Grade	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	Language Arts Social Studies

Advantages	Considerations
-Students build a strong foundation, over a number of years, in each language in each content area. -Consistency is built in over time, allowing all participants to predict and anticipate language and content.	Teaching math in English K-2 may make math learning harder for English Language Learners. If this is a concern, consider Option D where math is taught in Spanish K-2. Like all content plans, effective transfer requires consistent use of the Bridge at the end of every unit.

Option C: 50/50 Model

Keep Math in English, and Science in Spanish throughout the 6 years. Begin SS in Spanish (k-2) and switch to English in third grade (3-6).

	Spanish	Bridge	English
Kindergarten	Language Arts Science	Spanish to English (end of every unit) PK-2: • Language Arts/ Science English to Spanish (end of every unit) PK-2: • Language Arts / Social Studies • Math	Language Arts Social Studies Math
First Grade	Language Arts Science		Language Arts Social Studies Math
Second Grade	Language Arts Science		Language Arts Social Studies Math
Third Grade	Language Arts Science		Language Arts Social Studies Math
Fourth Grade	Language Arts Science		Language Arts Social Studies Math
Fifth Grade	Language Arts Science		Language Arts Social Studies Math

Advantages	Considerations
-The consistency of teaching math in English may produce lessened stress on the part of all because of high stakes testing. -Teaching social studies in English will optimize materials, especially in grades 3-5 in English. Attention to background knowledge on the part of ELLs will continue to be very important in social studies. -Because English and Spanish share academic language in science, learning science in Spanish throughout all 6 years will be enriched. -There is more time for language arts (reading and writing) in Spanish since math is taught in English.	Given that 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. Like all content plans, effective transfer requires consistent use of the Bridge at the end of every unit.

Option D: 50/50 Model

Begin Math in Spanish in K-2, then switch to English in 3-5. Social Studies is integrated with literacy in Spanish, K-2 and Science is integrated with literacy in English, K-2. That switches at the third grade.

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies Math	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts/ Social Studies • Math English to Spanish (end of every unit) PK-2: • Language Arts/ Science Grades 3-5 Spanish to English (end of every unit): • Language Arts/ Science English to Spanish (end of every unit): • Language Arts/ Social Studies • Math	Language Arts Science
First Grade	Language Arts Social Studies Math		Language Arts Science
Second Grade	Language Arts Social Studies Math		Language Arts Science
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

Advantages	Considerations
Teaching math in Spanish K-2 supports math education for English Learners and elevates the status of Spanish by having a high stakes content area in Spanish. For districts in which math is taught in English at the secondary level, having math in English 3-5 may make that transition more seamless. Since SS materials are more easily accessible in English, having SS in English 3-5 is advantageous and lessens the need for Spanish teachers to translate materials. Because there are so many good Science materials available in Spanish, and because Spanish and English share academic language in Spanish (Latin and Greek morphology), as long as the Bridge is done at the end of each unit students will be successful in science in both languages (and in every other content area).	Because math is in English, 3-5, there is less time available for language arts (reading and writing) in English, therefore social studies and language arts units will be smaller and must be tightly planned. Like all content plans, effective transfer requires consistent use of the Bridge at the end of every unit.