



# Teaching for Biliteracy

Delavan-Darian, WI

**August 20, 2025**

| Presenter      | Contact Information                                                                      |
|----------------|------------------------------------------------------------------------------------------|
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## Session Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how programmatic structures work as a system to support effective biliteracy instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective biliteracy instruction.

| Center for Teaching for Biliteracy Resources and Links              |                                                                                                                                                                                                   |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Handouts and Presentation Slides on Teaching for Biliteracy Website | <a href="https://www.teachingforbiliteracy.com/handouts">https://www.teachingforbiliteracy.com/handouts</a><br> |
| Center for Teaching for Biliteracy Reference List                   | <a href="https://bit.ly/4aepEbX">https://bit.ly/4aepEbX</a><br>                                                 |
| Biliteracy Strategies Glossary                                      | <a href="https://bit.ly/BSI2024InstructionalStrategies">https://bit.ly/BSI2024InstructionalStrategies</a><br>   |
| Three Linguistic Spaces                                             | <a href="https://bit.ly/ThreeLinguisticSpaces">https://bit.ly/ThreeLinguisticSpaces</a><br>                    |
| Supporting Newcomers                                                | <a href="https://bit.ly/T4BNewcomers">https://bit.ly/T4BNewcomers</a><br>                                     |
| A Handbook of Biliteracy Systems and Structures: Digital Tools      | <a href="https://bit.ly/T4BHandbook">https://bit.ly/T4BHandbook</a><br>                                       |
| Session Evaluation Form                                             | <a href="https://bit.ly/DDAug202025">https://bit.ly/DDAug202025</a><br>                                       |

| Publication Date and Author                                                           | Additional Resources and Links                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2018</b></p> <p>Michael D. Guerrero and<br/>Joan R. Lachance</p>                | <p><b>National Dual Language Education Teacher Preparation Standards</b><br/> <a href="https://bit.ly/DLTeacherStandards">https://bit.ly/DLTeacherStandards</a></p>                                                                                                                                   |
| <p><b>February 2022</b></p> <p>Kathy Escamilla, Laurie<br/>Olsen, and Jody Slavic</p> | <p><b>Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students</b><br/> <a href="https://rb.gy/v149xq">https://rb.gy/v149xq</a></p>                                                                                                             |
| <p><b>March 7, 2022</b></p> <p>Claude Goldenberg et al.</p>                           | <p><b>A response to “Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students” by The National Committee on Effective Literacy (NCEL)</b><br/> <a href="https://bit.ly/GoldenbergResponse2022">https://bit.ly/GoldenbergResponse2022</a></p>  |
| <p><b>May 24, 2023</b></p> <p>Kari Kurto</p>                                          | <p><b>Clarifying the Science of Reading</b><br/> <a href="https://bit.ly/ClarifyingSOR">https://bit.ly/ClarifyingSOR</a></p>                                                                                                                                                                        |
| <p><b>October 2023</b></p> <p>Published by the<br/>Reading League</p>                 | <p><b>The Reading League Joint Statement</b><br/> <a href="https://bit.ly/TRLJointStatement">https://bit.ly/TRLJointStatement</a></p>                                                                                                                                                               |

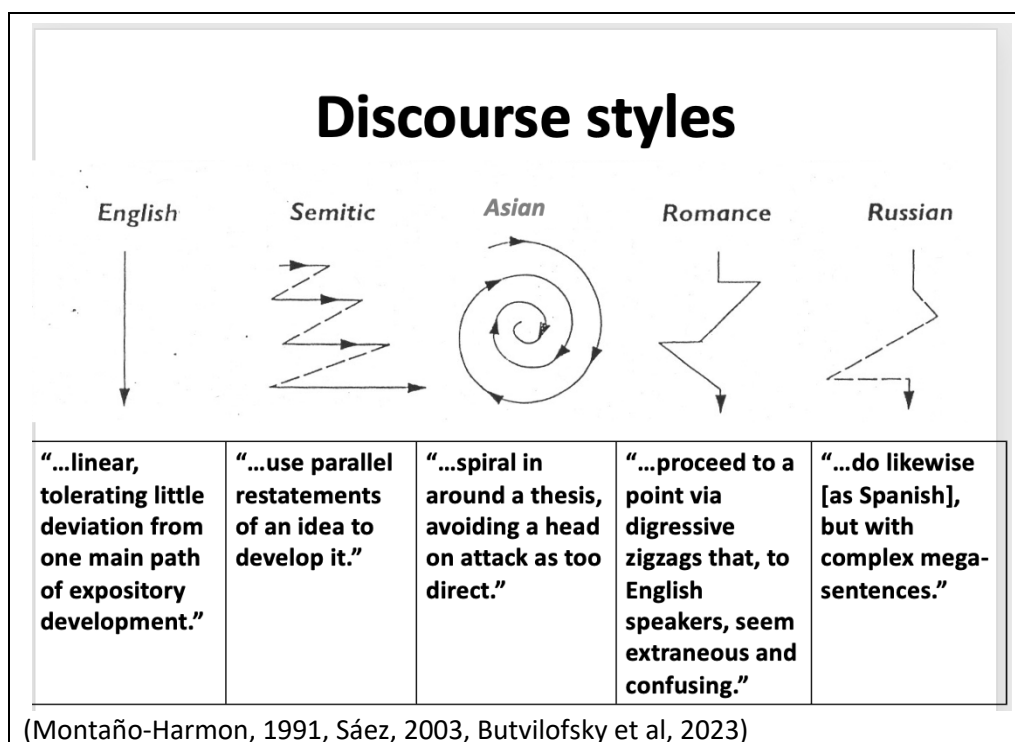
## Students in Language Acquisition and Biliteracy Programs

|                                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Green students</b> – Students who enter the program with linguistic resources all in the non-English Dual Language program language.</p> <ul style="list-style-type: none"> <li>• These students enter the program as ELs</li> <li>• These students are typically sequential bilinguals</li> </ul>         |
|  | <p><b>Orange students</b> – Students who enter the program with linguistic resources in a language other than the Dual Language program languages.</p> <ul style="list-style-type: none"> <li>• These students are typically sequential bilinguals.</li> <li>• These students qualify for EL services</li> </ul> |
|  | <p><b>Blue-green students</b> – Students who enter the program with linguistic resources in both program languages.</p> <ul style="list-style-type: none"> <li>• These students may or may not qualify as ELs</li> <li>• These students are typically simultaneous bilinguals</li> </ul>                         |
|  | <p><b>Blue students</b> – Students who enter the program with linguistic resources all in English.</p> <ul style="list-style-type: none"> <li>• In dual language programs, these students are sequential bilinguals</li> </ul>                                                                                   |

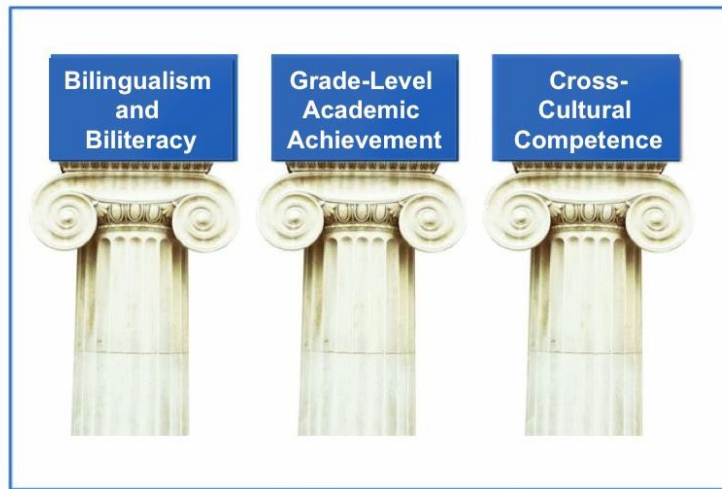
## One and Two – Teacher Models

- Both types of models (1 and 2 Teacher) can be used with 80/20 and 50/50 programs
- Schools and districts may choose to use both 1 and 2 teacher model

| Type of Model                                                                                                      | Pros                                                                                                       | Cons                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>One Teacher Model</b><br>(One teacher teaches both languages)                                                   | Teachers get to know students across both their languages<br><br>Time can be more flexible                 | It may be harder for the teacher to stay in the target language<br><br>It may be harder for the students to stay in the target language        |
| <b>Two Teacher Model</b><br>(One teacher teaches English and another teacher teaches Spanish to the same students) | Spanish time is protected by place, time, and person<br><br>When collaboration works well, it is powerful! | It is harder for teachers to get to know students across both languages<br><br>When collaboration is not effective, it is challenging for all. |



## Three Pillars of Dual Language Education



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### The Goal of Dual Language Programs

“...the term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence – a term encompassing identity development, cross-cultural competence, and multicultural appreciation – for all students.”

**Guiding Principles for Dual Language Education, Third Edition**

### Characteristics of Effective Dual Language Programs (CAL Guiding Principles):

#### Strand 1 Program Structure

- Cohesive program vision that includes a set of goals that sets the expectation for achievement
- Shared, evidenced-based pedagogical approach that is committed to achievement and high expectations
- Articulated program- and school-based structures that ensure equity and high-quality instruction in every classroom
- Strong, effective, and knowledgeable leadership
- Ongoing, continuous program planning

[www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)



### Language Allocation

|              | K   | 1   | 2   | 3   | 4   | 5   |
|--------------|-----|-----|-----|-----|-----|-----|
| <b>90/10</b> |     |     |     |     |     |     |
|              | 90% | 80% | 70% | 60% | 50% | 50% |
|              | 10% | 20% | 30% | 40% | 50% | 50% |

|              | K   | 1   | 2   | 3   | 4   | 5   |
|--------------|-----|-----|-----|-----|-----|-----|
| <b>80/20</b> |     |     |     |     |     |     |
|              | 80% | 70% | 60% | 50% | 50% | 50% |
|              | 20% | 30% | 40% | 50% | 50% | 50% |

|              | K   | 1   | 2   | 3   | 4   | 5   |
|--------------|-----|-----|-----|-----|-----|-----|
| <b>50/50</b> | 50% | 50% | 50% | 50% | 50% | 50% |
|              | 50% | 50% | 50% | 50% | 50% | 50% |

## Literacy and Biliteracy - Agree- Disagree Chart

| Statement                                                                                                                                                                                                                           | Agree or Disagree |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. Phonics instruction is the most important element in teaching students how to read in K-2.                                                                                                                                       |                   |
| 2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.                                                                                         |                   |
| 3. Without language comprehension, students cannot have reading comprehension.                                                                                                                                                      |                   |
| 4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension                                                                                      |                   |
| 5. Language learners learn how to read and write more effectively when the unit is all related around a meaningful theme, allowing the language to be repeated and deepened, and knowledge to be developed, as the unit progresses. |                   |
| 6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.                                                                                      |                   |
| 7. Word recognition is an essential component of reading comprehension, but not the only component.                                                                                                                                 |                   |
| 8. Teaching phonics only in English in K -1, and reading, writing and word recognition (phonics) in Spanish K-1 is a feasible path to biliteracy.                                                                                   |                   |
| 9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).                                                                                                  |                   |
| 10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.                                                              |                   |
| 11. Oracy and background knowledge are crucial elements in reading comprehension.                                                                                                                                                   |                   |
| 12. Reading, writing, and foundational skills should be taught within a theme that connects all literacy activities. This is a feasible path to biliteracy when practiced in each program language.                                 |                   |

## Sally

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked but she didn't have a fan that was sufficiently powerful. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section

## SIMPLE VIEW OF READING

The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate

for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic. For a more in-depth understanding of the subcomponents within word recognition (WR) and language comprehension (LC), we turn next to Scarborough's Reading Rope.



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.



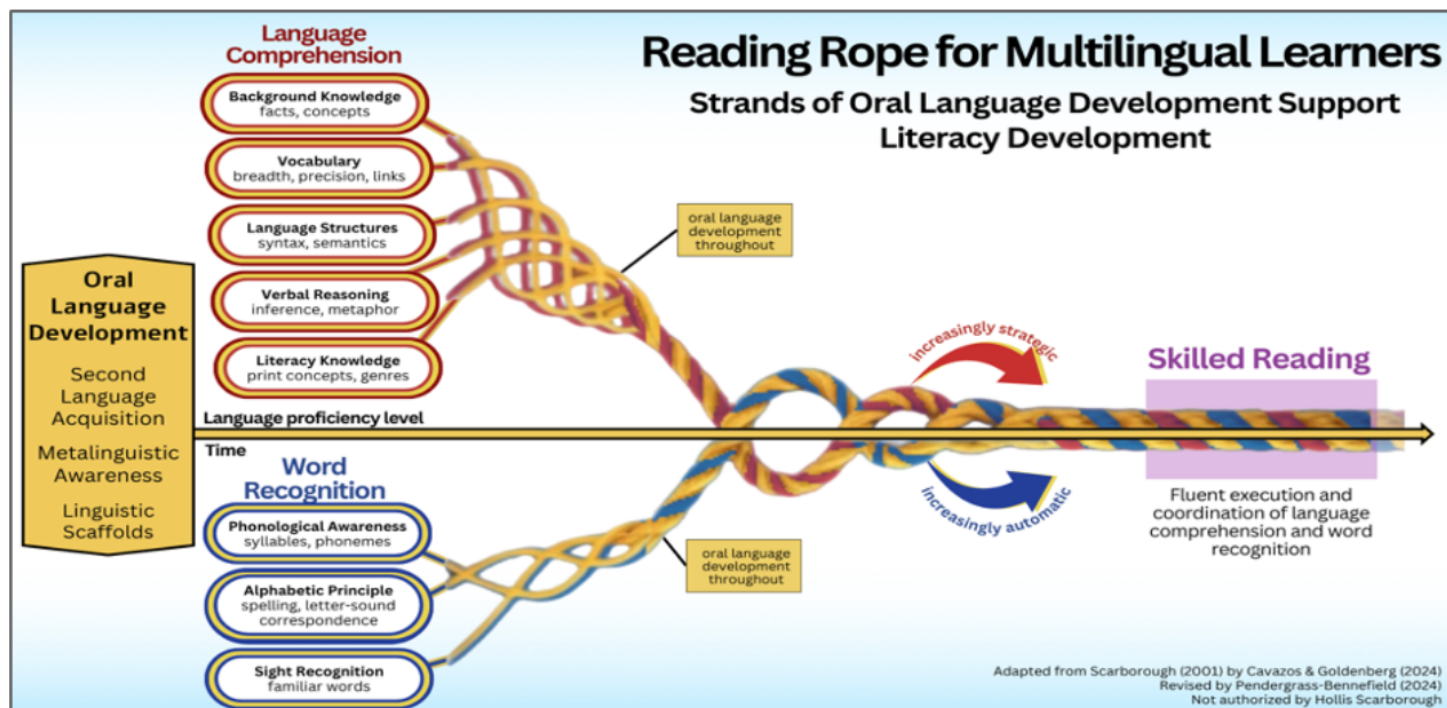
Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

### Word Recognition Constrained K-2

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

### Language Comprehension Unconstrained (Life-long)

- Background Knowledge
- Vocabulary Knowledge
- Language Structures (syntax)
- Verbal Reasoning
- Literacy knowledge



## Elements of Comprehensive Literacy

- **Oral language**
- **Foundational Skills**
  - Phoneme awareness
  - Phonics
  - Decoding
  - Encoding
- **Language Comprehension**
  - Vocabulary
  - Background Knowledge
  - Syntax
  - Semantics
- **Language**
  - Phonology
  - Morphology
  - Grammar
  - Spelling conventions
- **Reading comprehension**
- **Writing**
  - Handwriting
  - Spelling
  - Grammar
  - Composition

## Biliteracy Unit Framework (BUF) updated, second edition

### Interdisciplinary Unit – Language, Literacy, and Content taught in Spanish

|                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                  |                                                                                                                    |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <div><div></div><div></div><div></div><div></div><div></div></div> <div><b>Unit Theme:</b><ul style="list-style-type: none"><li>Content Area Standards</li><li>Spanish Language Arts Standards</li><li>Spanish Language Development Standards</li><li>Content and Literacy Big Ideas</li><li>Summative Assessment</li></ul></div>                  |                                                                                                                                                                                                                                  |                                                                                                                    | <div>Formative Assessment</div> |
| <div><b>Building Oracy, Background Knowledge: Language Comprehension</b><ul style="list-style-type: none"><li>Academic listening and speaking necessary for content instruction and literacy development.</li><li>Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.</li></ul></div> |                                                                                                                                                                                                                                  |                                                                                                                    |                                 |
| <div><b>Reading Comprehension</b><ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Comprehensive literacy routines, strategies and reading behaviors.</li></ul></div>                                                                                                                          | <div><b>Content Area Instruction</b><ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Inquiry</li><li>Investigations</li><li>Experiments</li><li>Experiences</li></ul></div> |                                                                                                                    |                                 |
| <div><b>Writing</b><ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Comprehensive literacy routines, strategies writing behaviors.</li></ul></div>                                                                                                                                            |                                                                                                                                                                                                                                  |                                                                                                                    |                                 |
| <div><b>Foundational Skills and Fluency: Word Recognition</b><ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Phoneme Awareness, Phonics, Decoding, Encoding, Orthography</li><li>Vocabulary background knowledge, syntax, and semantics</li></ul></div>                                      |                                                                                                                                                                                                                                  |                                                                                                                    |                                 |
| <div><b>Summative Assessment</b></div>                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |                                                                                                                    |                                 |
| <div><b>Bridge – Transfer</b><ul style="list-style-type: none"><li>Illustration</li><li>Side by Side or</li><li>Así se dice</li></ul></div>                                                                                                                                                                                                        | <div><b>Bridge – Transfer and Practice.</b><br/>Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)</div>                                                                       | <div><b>Bridge: Contrastive Analysis</b><br/>Phonology<br/>Morphology<br/>Syntax and grammar<br/>Pragmatics.</div> |                                 |

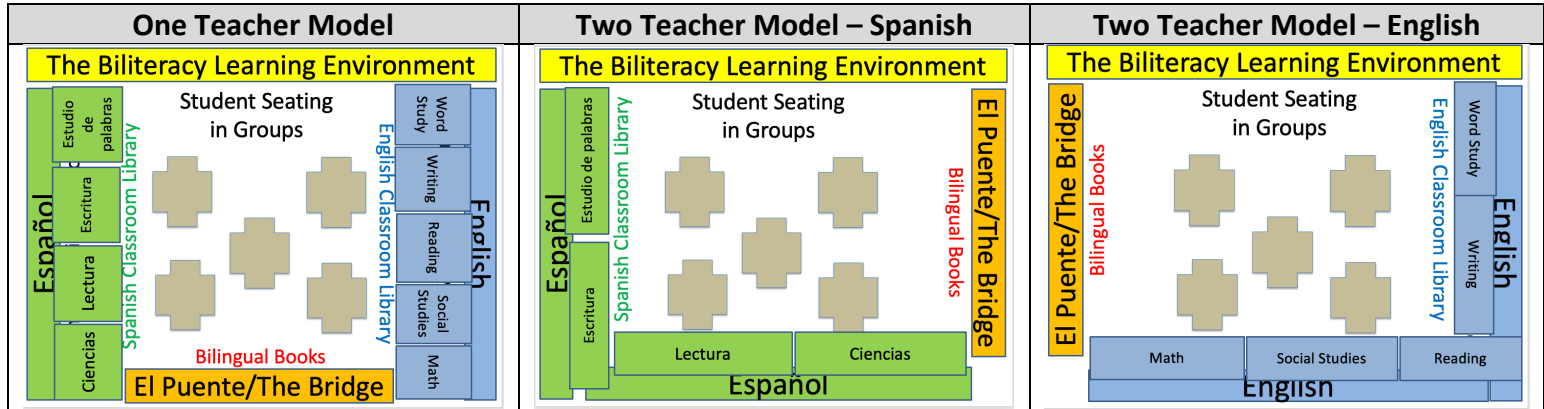
## Biliteracy Unit Framework (BUF) updated, second edition

### Interdisciplinary Unit – Language, Literacy, and Content taught in English

|                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                                     |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------|
| <div><div></div><div></div></div> <div><b>Unit Theme:</b><ul style="list-style-type: none"><li>Content Area Standards</li><li>English Language Arts Standards</li><li>English Language Development Standards</li><li>Content and Literacy Big Ideas</li><li>Summative Assessment</li></ul></div>                                         |                                                                                                                                                                                                                        |                                                                                                     | Formative Assessment |
| <b>Building Oracy, Background Knowledge: Language Comprehension</b> <ul style="list-style-type: none"><li>Academic listening and speaking necessary for content instruction and literacy development.</li><li>Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.</li></ul> |                                                                                                                                                                                                                        |                                                                                                     |                      |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Comprehensive literacy routines, strategies and reading behaviors.</li></ul>                                                                                                                          | <b>Content Area Instruction</b> <ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Inquiry</li><li>Investigations</li><li>Experiments</li><li>Experiences</li></ul> |                                                                                                     |                      |
| <b>Writing</b> <ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Comprehensive literacy routines, strategies writing behaviors.</li></ul>                                                                                                                                            |                                                                                                                                                                                                                        |                                                                                                     |                      |
| <b>Foundational Skills and Fluency: Word Recognition</b> <ul style="list-style-type: none"><li>Oracy, background knowledge, and language comprehension</li><li>Phoneme Awareness, Phonics, Decoding, Encoding, Orthography</li><li>Vocabulary background knowledge, syntax, and semantics</li></ul>                                      |                                                                                                                                                                                                                        |                                                                                                     |                      |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                        |                                                                                                     |                      |
| <b>Bridge – Transfer</b> <ul style="list-style-type: none"><li>Illustration</li><li>Side by Side or</li><li>Así se dice</li></ul>                                                                                                                                                                                                        | <b>Bridge – Transfer and Practice</b><br>Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)                                                                          | <b>Bridge: Contrastive Analysis</b><br>Phonology<br>Morphology<br>Syntax and grammar<br>Pragmatics. |                      |

## Setting up the Biliteracy Learning Environment

- Each language has its own dedicated space (relevant only to a 1 teacher model)
- Every Biliteracy classroom includes the Bridge
- Teachers use different colors for each language
- Teachers visually indicate the language of instruction

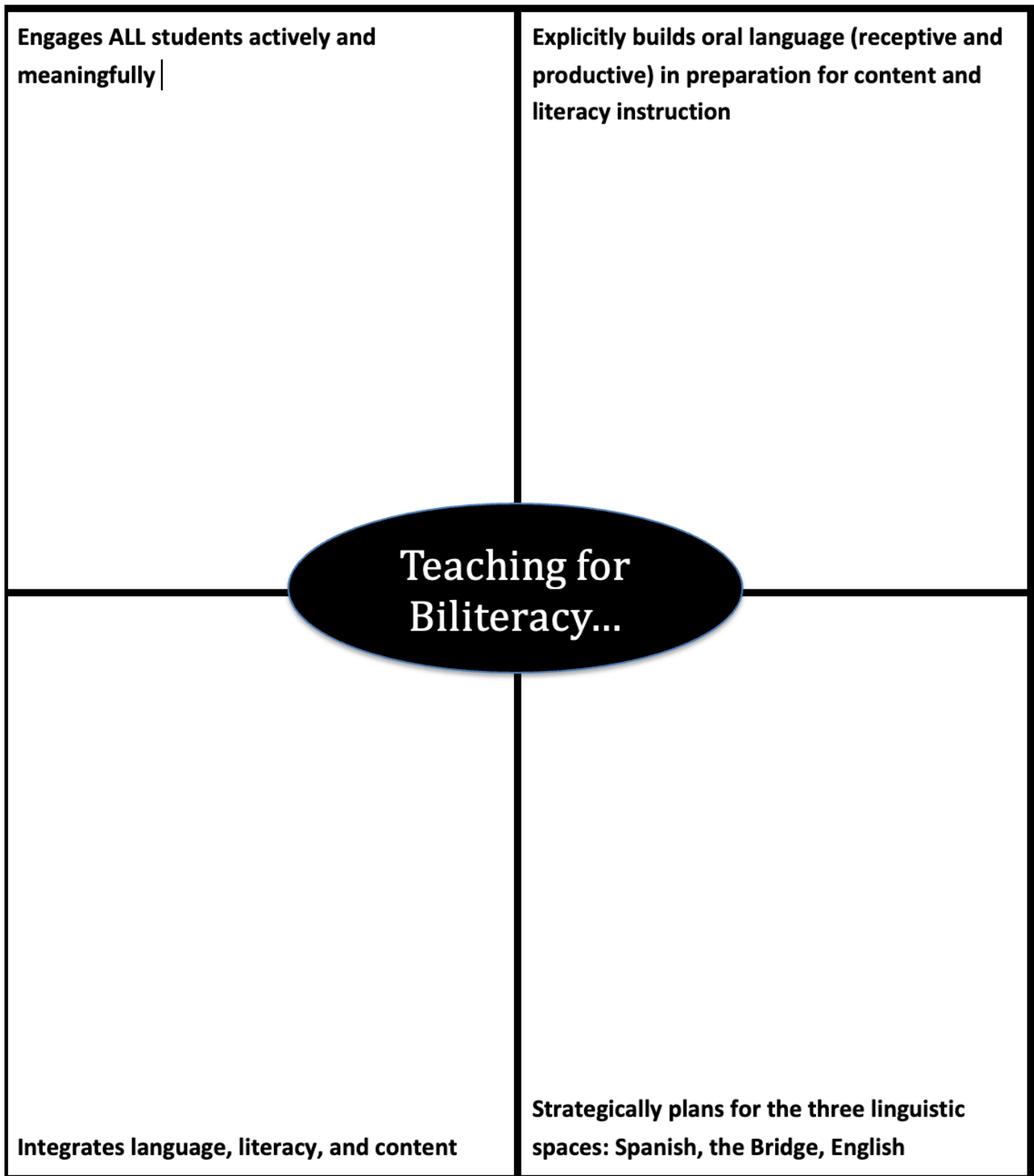


### The Biliteracy Learning Environment: Three Linguistic Spaces

(For 1 teacher model and 2 teacher model)

| Spanish                                                                                                                                                                                                                                                                                                                                                                                                         | The Bridge                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Teacher maintains Spanish</li> <li>• Students maintain Spanish (teacher scaffolds with language learning supports)</li> <li>• Materials, instruction and assessments are in Spanish</li> <li>• Literacy instruction is in Spanish</li> <li>• Content in Spanish (Science, Social Science, and/or Math – following the Language and Content Allocation Plan)</li> </ul> | <ul style="list-style-type: none"> <li>• Planned moment at the end of a unit (and after summative assessment) when the teacher brings the two languages together for transfer and contrastive analysis.</li> <li>• Bridging is when teachers guide students in making cross-linguistic connections in each language, during the unit of instruction using contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge or created during the unit.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher maintains English</li> <li>• Students maintain English (teacher scaffolds with language learning supports)</li> <li>• Materials, instruction and assessments are in English</li> <li>• Literacy instruction is in English</li> <li>• Content in English all year (Science, Social Science, and/or Math – following the Language and Content Allocation Plan)</li> <li>• For newcomers (Spanish speakers new to English in grades 2 and up), mediated and personalized use of Spanish.</li> </ul> |

## Characteristics of Effective Biliteracy Instruction



## Program Design Recommendations: Planning for Biliteracy

### Biliteracy Recommendations for Pre-K:

- Biliteracy PreK classrooms are developmentally appropriate PreK classrooms ([Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020](#))
- Students are provided integrated, engaging learning experiences in each language every day that they are in class.
- Teachers and other adults engage students in each program language at different times of the day. This is called language and content allocation.
- Students are together for differentiated, but not separate, instruction.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

### Biliteracy Recommendations for K-5:

- All students receive literacy (language arts) instruction in each program language every day, beginning when they enter the program (TK/PK/Kindergarten). Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
  - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Students are together for differentiated, but not separate, instruction, ensuring all students are present during Tier 1 instruction.
- In Pre-K – 5<sup>th</sup> grades, whenever possible, content and literacy are integrated.
- If possible, each content area (math, science, social studies) is taught in one language only at each grade level. This is called content allocation.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

### Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
  - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Content is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
- Students have access to the same electives and services that are available to all other students in the school.
- All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.

- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

Soleado—Fall 2008

| Dual Language Non-Negotiables                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary Non-Negotiables                                                                                                                                                                                                                                                                                                        | Middle School Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                                     | High School Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• A minimum of 50% to a maximum of 90% of instruction in the target language</li> <li>• Strict separation of languages for instruction (no translation)</li> <li>• K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)</li> </ul>                    | <ul style="list-style-type: none"> <li>• Required to take language arts in the target language from 6<sup>th</sup>- 8<sup>th</sup> grade in addition to another core content course taught in the target language each year from 6<sup>th</sup>- 8<sup>th</sup> grade</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> | <ul style="list-style-type: none"> <li>• A minimum of eight credits in the target language over the course of 9<sup>th</sup>-12<sup>th</sup> grade with a minimum of four credits in core content areas (math, science, social studies, or language arts)</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> |
| <p>Note: Based on the program design of the school, 6<sup>th</sup> grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6<sup>th</sup> grade dual language programs at a middle school site will follow the non-negotiables for 6<sup>th</sup>-8<sup>th</sup> grade programs.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                       |

DLcNM

At the **secondary level** (middle and high school), biliteracy is typically organized by number of courses. In middle school, along with English Language Arts and content courses in English, students also take 2 courses in the non-English language: one Language Arts class in the non-English language and one content area in the non-English language.

At the **high school level**, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.

| Sensory Supports                                                                                                                                                                                                                                                                                                                                         | Graphic Supports                                                                                                                                                          | Interactive Supports                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul> | <ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul> | <ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul> |

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## Comparison of the Monolingual and Multilingual Perspectives

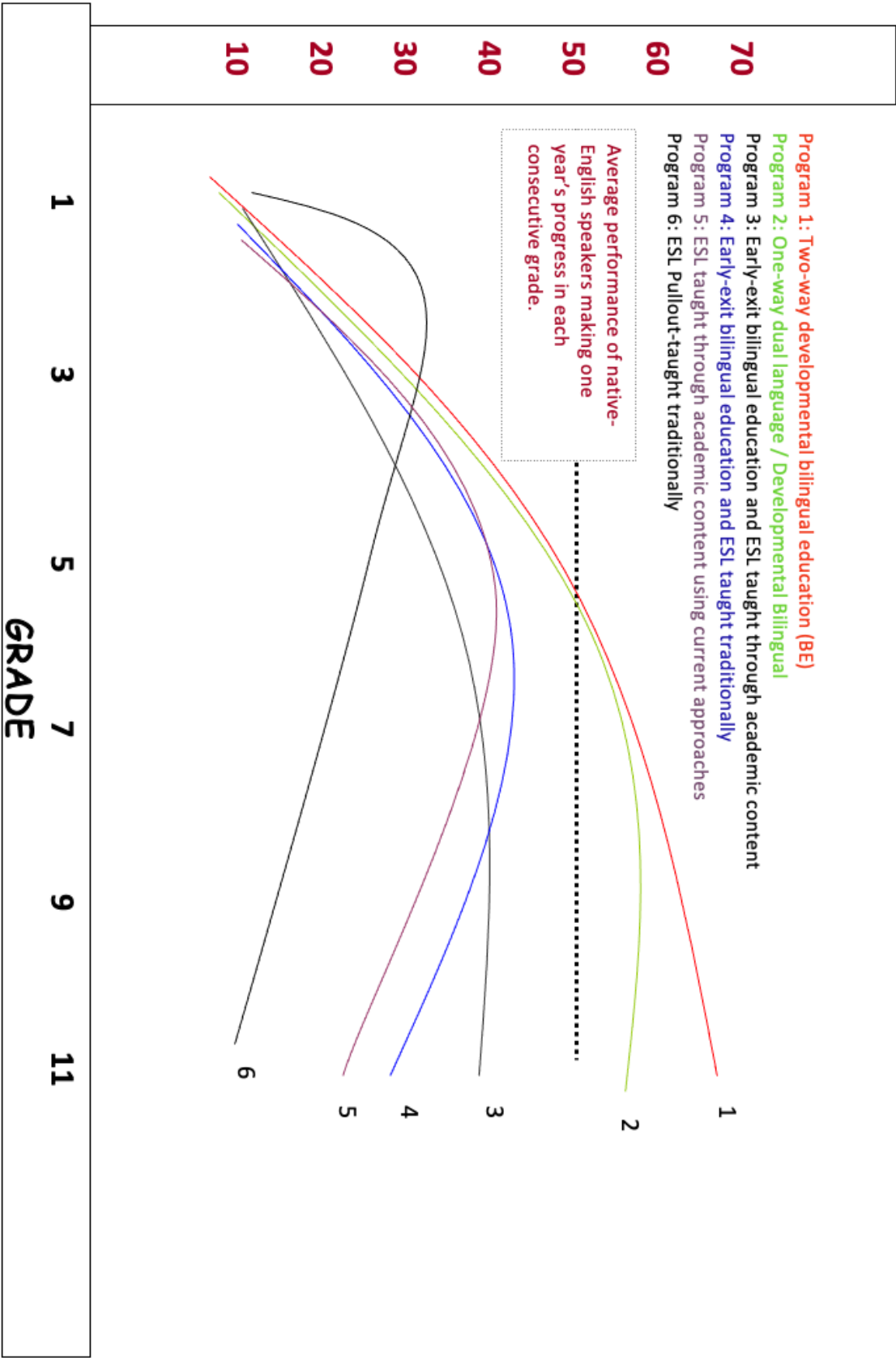
| Area                                                                          | Monolingual Perspective                                                                                                                                                                                                                             | Multilingual Perspective                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Perspective of Student Language Ability</b>                                | Students have a dominant language (or L1, first language).                                                                                                                                                                                          | All students have an L1. For many students, their L1 is bilingual. All students become developing bilinguals as they engage in biliteracy.                                                                                                                                                           |
|                                                                               | When students make linguistic approximations ( <i>puchar; planching</i> ) it is a sign of confusion or that they have gaps in their language development.                                                                                           | Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.                                                                                                                                                                |
|                                                                               | Students are expected to produce “monolingual-like Spanish”, especially if they come from a Spanish speaking family.                                                                                                                                | Students are expected to make linguistic approximations, and classroom instruction strategically moves students from informal to formal language.                                                                                                                                                    |
| <b>Programmatic Structure<br/><br/>Curriculum, Instruction and Assessment</b> | Students receive literacy instruction in their L1. L2 literacy instruction occurs later.                                                                                                                                                            | Students receive robust literacy instruction in BOTH languages, from the moment they enter the program.                                                                                                                                                                                              |
|                                                                               | Students are placed in either a Spanish literacy/language or an English literacy/language class based on their strongest language.                                                                                                                  | Students are placed in a biliteracy program that develops literacy in both languages, developing and then building on students’ oracy skills. Students are integrated all day and exposed to literacy in Spanish and literacy in English from Pk-5 (at a minimum).                                   |
|                                                                               | Literacy instruction in each language looks like monolingual instruction. For example, during English literacy instruction, the biliteracy students are taught the same way and follow the same units of instruction as the monolingual classrooms. | Literacy instruction in each language is standards (TEKS and CCSS) based and reflects best practices in biliteracy instruction for developing bilinguals. For example, language acquisition practices are integrated with content and literacy instruction as the norm, in both English and Spanish. |
|                                                                               | Spanish and English are thought of as separate, and students do not work across both languages.                                                                                                                                                     | The Bridge is pre-planned, and it explicitly teaches students how their two languages are similar and different, thereby developing metalinguistic awareness, even in English-only programs of instruction.                                                                                          |
|                                                                               | Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.                                                                                                    | Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages; not necessarily doing everything twice (reduce redundancy and optimize transfer).                                                                    |
|                                                                               | It is expected that bilingual/dual language schedules look like those in the general education (monolingual) program.                                                                                                                               | Bilingual/dual language schedules intentionally look different than those in the general education (monolingual) program.                                                                                                                                                                            |
|                                                                               | Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in one language, Spanish or English.                                                                                  | Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in three linguistic spaces: Spanish, the Bridge, and English.                                                                                                          |

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia

| <b>STRAND 1</b>    | <b>PROGRAM STRUCTURE</b>                                                                                                                                                                             |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principle 1</b> | All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.    |
| <b>Principle 2</b> | The program ensures equity for all groups.                                                                                                                                                           |
| <b>Principle 3</b> | The program has strong, effective, and knowledgeable leadership.                                                                                                                                     |
| <b>Principle 4</b> | An effective process is in place for continual program-planning, implementation, and evaluation.                                                                                                     |
| <b>STRAND 2</b>    | <b>CURRICULUM</b>                                                                                                                                                                                    |
| <b>Principle 1</b> | The program has a process for developing and revising a high-quality curriculum.                                                                                                                     |
| <b>Principle 2</b> | The curriculum is standards-based and promotes attainment of the three core goals of dual language education.                                                                                        |
| <b>Principle 3</b> | The curriculum effectively integrates technology to deepen and enhance learning.                                                                                                                     |
| <b>STRAND 3</b>    | <b>INSTRUCTION</b>                                                                                                                                                                                   |
| <b>Principle 1</b> | Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.                                                                        |
| <b>Principle 2</b> | Instructional strategies support the attainment of the three core goals of dual language education.                                                                                                  |
| <b>Principle 3</b> | Instruction is student-centered.                                                                                                                                                                     |
| <b>Principle 4</b> | Instructional staff effectively integrate technology to deepen and enhance the learning process.                                                                                                     |
| <b>STRAND 4</b>    | <b>ASSESSMENT &amp; ACCOUNTABILITY</b>                                                                                                                                                               |
| <b>Principle 1</b> | The program creates and maintains an infrastructure that supports an assessment and accountability process.                                                                                          |
| <b>Principle 2</b> | Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.                                            |
| <b>Principle 3</b> | Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement. |
| <b>Principle 4</b> | Student progress toward program goals and state achievement objectives is systematically measured and reported.                                                                                      |
| <b>Principle 5</b> | The program communicates with appropriate stakeholders about program outcomes.                                                                                                                       |
| <b>STRAND 5</b>    | <b>STAFF QUALITY &amp; PROFESSIONAL DEVELOPMENT</b>                                                                                                                                                  |
| <b>Principle 1</b> | The program recruits and retains high-quality dual language staff.                                                                                                                                   |
| <b>Principle 2</b> | The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.                                                               |
| <b>Principle 3</b> | The program collaborates with other groups and institutions to ensure staff quality.                                                                                                                 |
| <b>STRAND 6</b>    | <b>FAMILY &amp; COMMUNITY</b>                                                                                                                                                                        |
| <b>Principle 1</b> | The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.                                                                   |
| <b>Principle 2</b> | The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.            |
| <b>Principle 3</b> | The program views and involves families and community members as strategic partners.                                                                                                                 |
| <b>STRAND 7</b>    | <b>SUPPORT &amp; RESOURCES</b>                                                                                                                                                                       |
| <b>Principle 1</b> | The program is supported by all key stakeholders.                                                                                                                                                    |
| <b>Principle 2</b> | The program is equitably and adequately funded to meet program goals.                                                                                                                                |
| <b>Principle 3</b> | The program advocates for support.                                                                                                                                                                   |

# **Data aggregated from a series of 3-7 Year longitudinal studies from well-implemented, mature programs in five school districts**

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### Sample Course Offerings – Woodstock High School, Illinois

At the high school level, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.

## Woodstock High School Course Offerings for Dual Language Program: All taught in Spanish

Biology (Honors Option)  
World History (Honors Option)  
Global Issues  
International Business



Vistas del Mundo Hispano II (Honors Option)  
AP Spanish Language  
AP Spanish Literature  
Perspectivas Literarias  
Intro to Latin American Studies (2020 school year)  
Advanced Conversation and Phonetics (Dual Credit)  
Latin American Studies (2020) (Dual Credit)

### Sample B: Content and Language Allocation – Middle School

| Grade | Spanish Medium Courses                                                                                                                                                      | English Medium Courses                                                                                                                                                                                                                                                                      |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6     | Spanish Language Arts <ul style="list-style-type: none"> <li>Honors or AP Spanish</li> <li>Regular Spanish</li> </ul> Science - Variety of levels and areas of focus        | English language arts: <ul style="list-style-type: none"> <li>Honors English</li> <li>Regular English</li> <li>Literacy Based ESL (for newcomers)</li> </ul> Math – Variety of levels and areas of focus<br>Social Studies – Variety of levels and areas of focus<br>Specials and electives |
| 7     | Spanish Language Arts <ul style="list-style-type: none"> <li>Honors or AP Spanish</li> <li>Regular Spanish</li> </ul> Social Studies - Variety of levels and areas of focus | English language arts: <ul style="list-style-type: none"> <li>Honors English</li> <li>Regular English</li> <li>Literacy Based ESL (for newcomers)</li> </ul> Math – Variety of levels and areas of focus<br>Science – Variety of levels and areas of focus<br>Specials and electives        |
| 8     | Spanish Language Arts <ul style="list-style-type: none"> <li>Honors or AP Spanish</li> <li>Regular Spanish</li> </ul> Science - Variety of levels and areas of focus        | English language arts: <ul style="list-style-type: none"> <li>Honors English</li> <li>Regular English</li> <li>Literacy Based ESL (for newcomers)</li> </ul> Math – Variety of levels and areas of focus<br>Social Studies – Variety of levels and areas of focus<br>Specials and electives |

## 50/50 Content Allocation: Planning Content in Spanish and English Elementary School K-5

Note: For additional 50/50 K-5 examples go to

[www.teachingforbiliteracy.com/systems/infrastructuresupports](http://www.teachingforbiliteracy.com/systems/infrastructuresupports)

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

|              | Spanish                          | Bridge                                                                                                                                                                                                                                                      | English                          |
|--------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Kindergarten | Language Arts<br>Social Studies  | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/ Social Studies</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Science</li> <li>Math</li> </ul> | Language Arts<br>Science<br>Math |
| First Grade  | Language Arts<br>Social Studies  | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/ Social Studies</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Science</li> <li>Math</li> </ul> | Language Arts<br>Science<br>Math |
| Second Grade | Language Arts<br>Social Studies  | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/ Social Studies</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Science</li> <li>Math</li> </ul> | Language Arts<br>Science<br>Math |
| Third Grade  | Language Arts<br>Science<br>Math | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Science</li> <li>Math</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> </ul>  | Language Arts<br>Social Studies  |
| Fourth Grade | Language Arts<br>Science<br>Math | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Science</li> <li>Math</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> </ul>  | Language Arts<br>Social Studies  |
| Fifth Grade  | Language Arts<br>Science<br>Math | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Science</li> <li>Math</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> </ul>  | Language Arts<br>Social Studies  |

| Advantages                                                                                                                                                                                                                      | Considerations                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>-Students build a strong foundation, over a number of years, in each language in each content area.</p> <p>-Consistency is built in over time, allowing all participants to predict and anticipate language and content.</p> | <p>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.</p> <p>Like all content plans, effective transfer requires consistent use of the Bridge at the end of every unit.</p> |

## 50/50

| Spanish 50%                                                                                                                 | The Bridge                                                                                                                                                                                                                                                                | English 50%                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| California Early Learning Standards taught in Spanish within integrated units.<br><br>Circle Time<br>Gross Motor<br>Centers | From Spanish to English at the end of every unit: <ul style="list-style-type: none"> <li>• Circle time</li> <li>• Centers</li> </ul> From English to Spanish at the end of every unit: <ul style="list-style-type: none"> <li>• Centers</li> <li>• Circle Time</li> </ul> | California Early Learning Standards taught in English within integrated units.<br><br>Centers<br>Circle Time<br>Gross Motor |

### Sample PreK Full-Day Schedule 50/50

**Full day – 395 total minutes - 50 min rest = 345 instructional minutes**

**Approximately:**

- **172 Spanish minutes**
- **172 English minutes**

|             |                                       |                |
|-------------|---------------------------------------|----------------|
| 8:35-8:50   | Arrival/Breakfast                     | <b>Spanish</b> |
| 8:50-9:05   | Circle Time (Large Group)             |                |
| 9:05-9:35   | Gross Motor/Outside Play              |                |
| 9:35-10:35  | Centers (Interest Areas/Small Groups) |                |
| 10:35-10:45 | Clean Up/Books at the Carpet          |                |
| 10:45-11:00 | Wash Hands/Line Up/Walk to Lunch      |                |
| 11:00-11:30 | Lunch                                 |                |
| 11:30-11:40 | Bathroom/Walk Back to Classroom       |                |
| 11:40-12:30 | Rest Time                             | <b>English</b> |
| 12:30-1:30  | Centers (Interest Areas/Small Groups) |                |
| 1:30-1:45   | Clean Up/Books at Carpet              |                |
| 1:45-2:15   | Circle Time (Large Group)             |                |
| 2:15-2:45   | Gross Motor/Outside Play              |                |
| 2:45-3:05   | Circle Time (Large Group)             |                |
| 3:05-3:10   | Folders/Backpack/Dismissal            |                |

## Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English

| Time           | Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Language                                                     |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 8:00 – 8:20    | <b>SEL and Classroom Community Building</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>SPANISH</b>                                               |
| 8:20– 10:45    | <b>Science and Language Arts</b><br>Over the course of each unit, the students will engage in... <ul style="list-style-type: none"> <li>• Oracy</li> <li>• Science experiences/inquiry</li> <li>• Whole group instruction</li> <li>• Writing (independent, small group and whole group)</li> <li>• Reading (independent, small group and whole group)</li> <li>• Foundational Skills and Language Comprehension (Word Study)</li> <li>• Independent Practice</li> </ul>   | <b>SPANISH</b>                                               |
| 10:45 to 11:15 | <b>Interventions</b> (based on student need)                                                                                                                                                                                                                                                                                                                                                                                                                              | Language determined by the teacher and based on student need |
| 11:15 – 12:00  | <b>Lunch/Recess</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Student choice                                               |
| 12:00 – 1:00   | <b>Math</b> - over the course of a math unit, the students will engage in: <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math practice</li> <li>• Reading and writing as applied to math</li> </ul>                                                                                                                                                                                                                                               | <b>ENGLISH</b>                                               |
| 1:00-2:45      | <b>Social Studies and Language Arts</b><br>Over the course of each unit, the students will engage in... <ul style="list-style-type: none"> <li>• Oracy</li> <li>• SS experiences/inquiry</li> <li>• Whole group instruction</li> <li>• Writing (independent, small group and whole group)</li> <li>• Reading (independent, small group and whole group)</li> <li>• Foundational Skills and Language Comprehension (Word Study)</li> <li>• Independent Practice</li> </ul> | <b>ENGLISH</b>                                               |
| 2:45-3:15      | <b>Specials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | If possible, half are offered in Spanish and half in English |

NOTE: The literacy routines included in this schedule are examples. Districts should include their district specific literacy routines in the biliteracy schedule.

## Sample Middle School Schedule

### 8<sup>th</sup> Grade Student Schedule

|          | Subject        | Language |
|----------|----------------|----------|
| Period 1 | Social Science | Spanish  |
| Period 2 | Language Arts  | Spanish  |
| Period 3 | Elective       | English  |
| Period 4 | Math           | English  |
| Period 5 | Science        | English  |
| Period 6 | Language Arts  | English  |

### Sample Middle School Course Offerings

| Grade | Spanish Courses                 | English Courses                               |
|-------|---------------------------------|-----------------------------------------------|
| 6     | Language Arts<br>Social Science | Language Arts<br>Math<br>Science<br>Electives |
| 7     | Language Arts<br>Social Science | Language Arts<br>Math<br>Science<br>Electives |
| 8     | Language Arts<br>Social Science | Language Arts<br>Math<br>Science<br>Electives |

### WIDA Language Proficiency Levels

**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, **with support**, English language learners can:

| Level 6 Reaching |                                                                                                                                                                                                         |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                                                                                                                                                                                                      |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | Level 1<br>Entering                                                                                                                                                                                     | Level 2<br>Beginning                                                                                                                                                                                                         | Level 3<br>Developing                                                                                                                                                                                                          | Level 4<br>Expanding                                                                                                                                                                                                 |
| <b>LISTENING</b> | <ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul> | <ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul> |
| <b>SPEAKING</b>  | <ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>                                       |
| <b>READING</b>   | <ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>                             | <ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>                                      | <ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>                                     |
| <b>WRITING</b>   | <ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>            | <ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>                                  | <ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>                               | <ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/genres of writing</li> </ul>                                |

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

For more information and for grade level clustered rubrics, go to [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

For Spanish language rubrics, look for “*Los descriptores podemos*” on the WIDA website: [www.wida.us](http://www.wida.us)

**Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12**

En cada nivel de capacidad en el lenguaje inglés, con apoyo, un estudiante de inglés puede hacer lo siguiente:

| Nivel 6 Alcanzando |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                |                                                                                                                                                                                                       |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | Nivel 1<br>Entrando                                                                                                                                                                                                                | Nivel 2<br>Empezando                                                                                                                                                                                                                                   | Nivel 3<br>Desarrollando                                                                                                                                                                                                                                                | Nivel 4<br>Extendiendo                                                                                                                                                                                                         | Nivel 5<br>Conectando                                                                                                                                                                                 |
| <b>ESCUCHAR</b>    | <ul style="list-style-type: none"> <li>Señalar dibujos, palabras o frases indicados</li> <li>Seguir instrucciones orales de un paso</li> <li>Emparejar declaraciones orales con objetos, figuras o ilustraciones</li> </ul>        | <ul style="list-style-type: none"> <li>Clasificar dibujos u objetos siguiendo las instrucciones verbales</li> <li>Seguir instrucciones verbales de dos pasos</li> <li>Emparejar declaraciones verbales con objetos, figuras o ilustraciones</li> </ul> | <ul style="list-style-type: none"> <li>Localizar, seleccionar y ordenar información que proviene de descripciones orales</li> <li>Seguir instrucciones verbales de paso múltiples</li> <li>Clasificar o secuenciar información oral usando dibujos u objetos</li> </ul> | <ul style="list-style-type: none"> <li>Comparar y contrastar funciones y relaciones de acuerdo a información oral</li> <li>Analizar y aplicar información oral</li> <li>Identificar causa y efecto en discurso oral</li> </ul> | <ul style="list-style-type: none"> <li>Sacar una conclusión de información oral</li> <li>Construir modelos basados en discurso oral</li> <li>Hacer conexiones en información oral</li> </ul>          |
| <b>HABLAR</b>      | <ul style="list-style-type: none"> <li>Nombrar objetos, personas y dibujos</li> <li>Contestar preguntas (quién, qué, cuándo, dónde, cuál)</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Preguntar</li> <li>Describir dibujos, eventos, objetos y personas</li> <li>Reformular y decir hechos</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Formular hipótesis y hacer predicciones</li> <li>Describir procesos</li> <li>Recontar cuentos o eventos</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Discutir cuentos, cuestiones, y conceptos</li> <li>Hacer presentaciones orales</li> <li>Ofrecer soluciones creativas a cuestiones o problemas</li> </ul>                                | <ul style="list-style-type: none"> <li>Participar en debates</li> <li>Explicar fenómenos, dar ejemplos y justificar respuestas</li> <li>Expresar y defender puntos de vista</li> </ul>                |
| <b>LEER</b>        | <ul style="list-style-type: none"> <li>Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente</li> <li>Identificar conceptos de la organización de letras y elementos de textos</li> </ul> | <ul style="list-style-type: none"> <li>Localizar y clasificar información</li> <li>Identificar hechos y mensajes directos</li> <li>Seleccionar patrones de lenguaje asociados con hechos</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Secuenciar dibujos, eventos y procesos</li> <li>Identificar ideas principales</li> <li>Usar pistas del contexto para determinar el significado de palabras</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Interpretar información o datos</li> <li>Encontrar detalles que apoyan las ideas principales</li> <li>Identificar figuras retóricas y relaciones entre palabras</li> </ul>              | <ul style="list-style-type: none"> <li>Realizar investigaciones para reunir información de fuentes múltiples</li> <li>Sacar una conclusión de texto explícito e implícito</li> </ul>                  |
| <b>ESCRIBIR</b>    | <ul style="list-style-type: none"> <li>Etiquetar objetos, dibujos, diagramas</li> <li>Dibujar respuestas a instrucciones</li> <li>Producir iconos, símbolos, palabras y frases para comunicar un mensaje</li> </ul>                | <ul style="list-style-type: none"> <li>Hacer listas</li> <li>Producir dibujos, frases, oraciones cortas y apuntes</li> <li>Dar información pedida por instrucciones orales o escritas</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Producir textos básicos de estilo narrativo o informativo</li> <li>Comparar y contrastar información</li> <li>Describir eventos, personas, procesos</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Resumir información de representaciones gráficas o apuntes</li> <li>Corregir y revisar escritura</li> <li>Crear ideas originales o respuestas detalladas</li> </ul>                     | <ul style="list-style-type: none"> <li>Aplicar información a contextos nuevos</li> <li>Reaccionar a múltiples géneros y discursos</li> <li>Redactar varias formas/géneros de composiciones</li> </ul> |

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Camilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research  
El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen).  
Esto se debe considerar al usar ésta información.

**Figure 3G: Examples of Sensory, Graphic and Interactive Supports**

| Sensory Supports                                                                                                                                                                                                                                                                                                                                         | Graphic Supports                                                                                                                                                          | Interactive Supports                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul> | <ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul> | <ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul> |

### Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

**Figure 3H: Specific Examples of Sensory Supports**

| Supports related to the language of Language Arts                                                                                                                                                                         | Supports related to the language of Mathematics                                                                                                                                                                              | Supports related to the language of Science                                                                                                                                                     | Supports related to the language of Social Studies                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Illustrated word/phrase walls<br>Felt or magnetic figures of story elements<br>Sequence blocks<br>Environmental print<br>Posters or displays<br>Bulletin boards<br>Photographs<br>Cartoons<br>Audio books<br>Songs/Chants | Blocks/Cubes<br>Clocks, sundials and other timekeepers<br>Number lines<br>Models of geometric figures<br>Calculators<br>Protractors<br>Rulers, yard/meter sticks<br>Geoboards<br>Counters<br>Compasses<br>Calendars<br>Coins | Scientific instruments<br>Measurement tools<br>Physical models<br>Natural materials<br>Actual substances, organisms or objects of investigation<br>Posters/Illustrations of processes or cycles | Maps<br>Globes<br>Atlases<br>Compasses<br>Timelines<br>Multicultural artifacts<br>Aerial & satellite photographs<br>Video clips |

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

## Overview: Biliteracy Curriculum Mapping Process

| Steps                                                                   | Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I. A Program Design and First Draft of Biliteracy Curriculum Map</b> | Develop the program Vision and Pedagogy Statement and Look Fors that match the program pedagogy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                         | Using the Teaching for Biliteracy Recommendations, create the Language and Content Allocation Plan for all grades and schedules that match for each grade level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                         | <p>Review the instructional shifts of the standards:</p> <ul style="list-style-type: none"> <li>• <a href="#">NGSS</a></li> <li>• <a href="#">C 3 Framework for SS</a></li> <li>• <a href="#">CCSS Language Arts</a> (page i of the bilingual CCSS grade level packet)</li> </ul> <p><i>*If using a published program or resource:</i></p> <ul style="list-style-type: none"> <li>• Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the resource.</li> <li>• Determine if the resource includes all the standards the grade level is responsible for (language arts, science, social studies, etc.) <ul style="list-style-type: none"> <li>○ Create a plan for how any missing standard sets will be addressed. <ul style="list-style-type: none"> <li>▪ For example, if the resource includes only language arts standards, how, when, and with what will the science and social studies standards be addressed?</li> </ul> </li> </ul> </li> </ul> |
|                                                                         | <p>Draw the grade level Language and Content Allocation on Butcher Paper. Start mapping by bundling the content area standards.</p> <p><i>*If using a published program or resource:</i></p> <ul style="list-style-type: none"> <li>• Create a yearlong grade level standards-based map using the published program (for each language).</li> <li>• Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                         | Begin to write year-long and unit storylines, starting with the content focus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                         | Select the writing standards and the writing genre, making sure they are a good fit with the content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                         | Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                         | Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I.B.<br/>Audit:<br/>Record,<br/>Reflect<br/>and Revise</b> | <p>Record, reflect, and revise the map by:</p> <ul style="list-style-type: none"> <li>• Evaluating the <u>content standards</u> bundles in the map and make sure all the content standards are represented, reflecting the shifts in the standards.</li> <li>• Engaging in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor and balance of the <u>language arts standards in both languages</u>.</li> <li>• Revise storyline and bundles as needed</li> </ul> <p><i>*If using a published program or resource:</i></p> <ul style="list-style-type: none"> <li>• <i>Audit the map for standards, rigor and balance. Ascertain steps for moving forward.</i></li> <li>• <i>If it is determined that any standards are missing, add them to ensure balance and that rigor increases across the year (within the language and across program languages).</i> <ul style="list-style-type: none"> <li>○ <i>Write yearlong storylines that explain the additions or changes.</i></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>II. Unit<br/>Backwards<br/>Design</b>                      | <p>Create a BUF for each unit on the map: <i>*(If using a published program or resource, for each step below, the published resource will be consulted and used wherever it fits.)</i></p> <ul style="list-style-type: none"> <li>• List the standards from the map</li> <li>• Unpack all the standards in the unit into outcomes, listing the outcomes from the least to the most rigorous. Formative assessments assess the outcomes.</li> <li>• Craft the big ideas for content and literacy based on the standards.</li> <li>• Write the summative assessment.</li> <li>• Create a flow chart which is used to write the storyline that describes what students will do and how the standards are integrated.</li> <li>• Add instructional activities for meeting the standards and outcomes to each section of the BUF: <ul style="list-style-type: none"> <li>○ Building Oracy and background Knowledge (&amp; corresponding formative assessments)</li> <li>○ Content Area Instruction (&amp; corresponding formative assessment)</li> <li>○ Reading Comprehension (&amp; corresponding formative assessment)</li> <li>○ Writing (&amp; corresponding formative assessment)</li> <li>○ Foundational Skills/Language Comprehension (&amp; corresponding formative assessment)</li> <li>○ The Bridge for Transfer and for Contrastive Analysis (&amp; corresponding formative assessment)</li> </ul> </li> </ul> |
| <b>III. Unit<br/>Learning<br/>Plan</b>                        | <p>Create an Instructional Sequence Chart (ISC)</p> <ul style="list-style-type: none"> <li>○ Each sequence bundles standards together for content and for literacy and describes how content and literacy go together.</li> <li>○ Oracy is embedded into each instructional sequence every time students use new language.</li> <li>○ Outcomes (unpacked standards) are added to each instructional sequence.</li> <li>○ Formative assessments (FAs) are identified for each sequence and outcomes are added to the formative assessments.</li> <li>• The Instructional Sequence Chart is used to create day to day learning plans</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Planning for Next Steps

| Elements we have in place:<br>Affirmations | Areas to work on: Next Steps | Other |
|--------------------------------------------|------------------------------|-------|
|                                            |                              |       |
|                                            |                              |       |
|                                            |                              |       |
|                                            |                              |       |
|                                            |                              |       |
|                                            |                              |       |