Effective Dual Language Programs: Planning and Implementation

Sheridan Way Elementary School, VUSD

March 2-6, 2026

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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.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- 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 systems and structures support effective biliteracy instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective biliteracy instruction.

Evaluation: (to complete Friday, March 6, 2026)

https://bit.ly/4l0ji6y

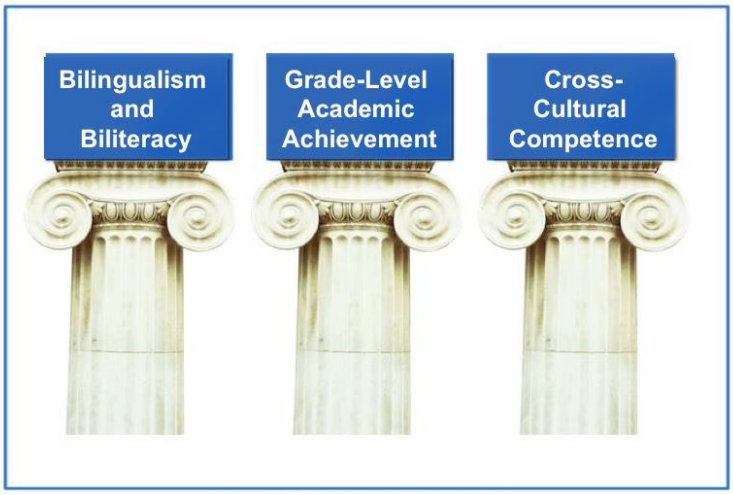
Center for Teaching for Biliteracy Resources and Links	
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces
Supporting Newcomers	https://bit.ly/T4BNewcomers
The Science of Reading and English Learners	Clarifying the Science of Reading- Kari Kurto https://bit.ly/4a64OhT Comprehensive Literacy Instruction for English Language Learners – Laurie Olsen https://bit.ly/47V6ny0 Joint Statement: Understanding the Difference – The SoR and Implementation for ELs https://bit.ly/4o3vmE5

Agenda:

8:00 to 11:00 am: TK-2nd
12:00-3:00 pm: 3-5

Date	Topics
Monday, March 2, 2026	• The goals of dual language • Students in dual language programs • Comparison of Language Education Programs • Defining Biliteracy
Tuesday, March 3, 2026	• The Biliteracy Unit Framework (BUF) • Characteristics of Effective Instruction in Dual Language Programs • Sample Instruction Part One: Building Oracy and Background Knowledge
Wednesday, March 4, 2026	• Reflect on Sample Instruction • Planning for Sustainability: Structures that Support Effective Dual Language Implementation
Thursday, March 5, 2026	• The Biliteracy Unit Framework: Integration and Knowledge Building Curriculum • Sample Instruction Part Two: Content, literacy, and formative/summative assessments
Friday, March 6, 2026	• The Bridge for Biliteracy • The Multilingual Perspective • Strategic Use of Language: Establishing a Language Policy • Closure: Next Steps

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

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

Students in Language Acquisition and Biliteracy Programs	
	Green students – Students who enter the program with linguistic resources all in the non-English Dual Language program language. • These students enter the program as ELs • These students are typically sequential bilinguals
	Orange students – Students who enter the program with linguistic resources in a language other than the Dual Language program languages. • These students are typically sequential bilinguals. • These students qualify for EL services
	Blue-green students – Students who enter the program with linguistic resources in both program languages. • These students may or may not qualify as ELs • These students are typically simultaneous bilinguals
	Blue students – Students who enter the program with linguistic resources all in English. • In dual language programs, these students are sequential bilinguals

Dual Language Programs:

- **One-Way Dual Language Program**: Serves <u>one</u> group of students, all English Learners (emergent bilinguals). This program is also known as developmental bilingual or maintenance bilingual.

- **Two-Way Dual Language Program**: Serves <u>two</u> groups of students, English Learners and non-English Learners.

- **80/20 Program**: Students spend more time in Spanish in grades K-2 reaching 50/50 by 3rd or 4th grade.

- **50/50 Program**: Students spend 50% of the day in Spanish and 50% of the day in English starting in kindergarten.

Language Allocation

	K	1	2	3	4	5
90/10	90%	80%	70%	60%	50%	50%
	10%	20%	30%	40%	50%	50%

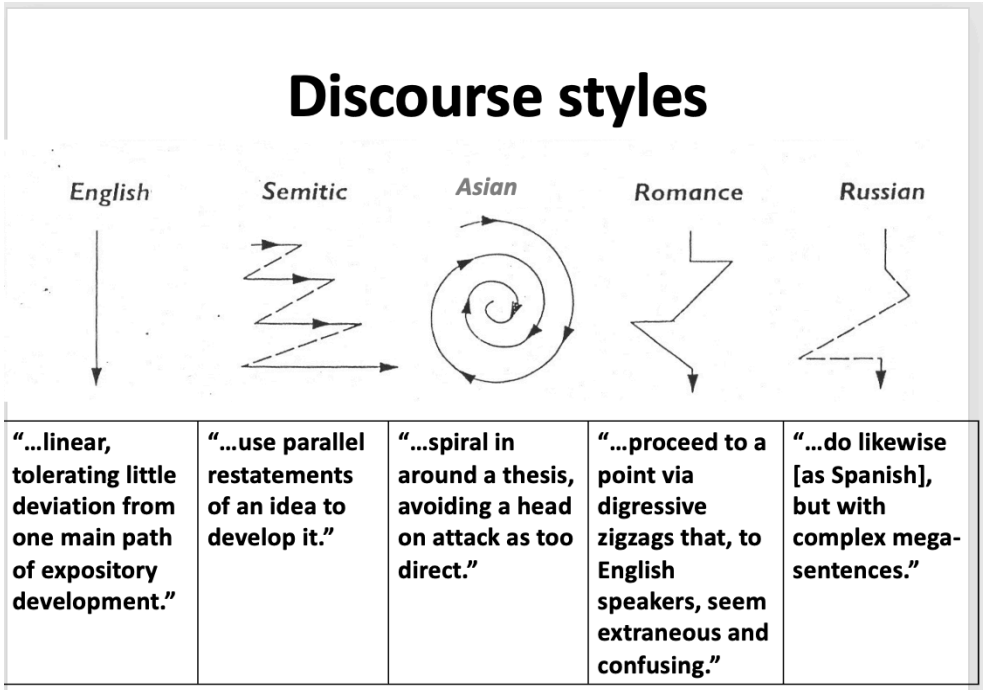
	K	1	2	3	4	5
80/20	80%	70%	60%	50%	50%	50%
	20%	30%	40%	50%	50%	50%

	K	1	2	3	4	5
50/50	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%

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



(Montaño-Harmon, 1991, Sáez, 2003, Butvilofsky et al, 2023)

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

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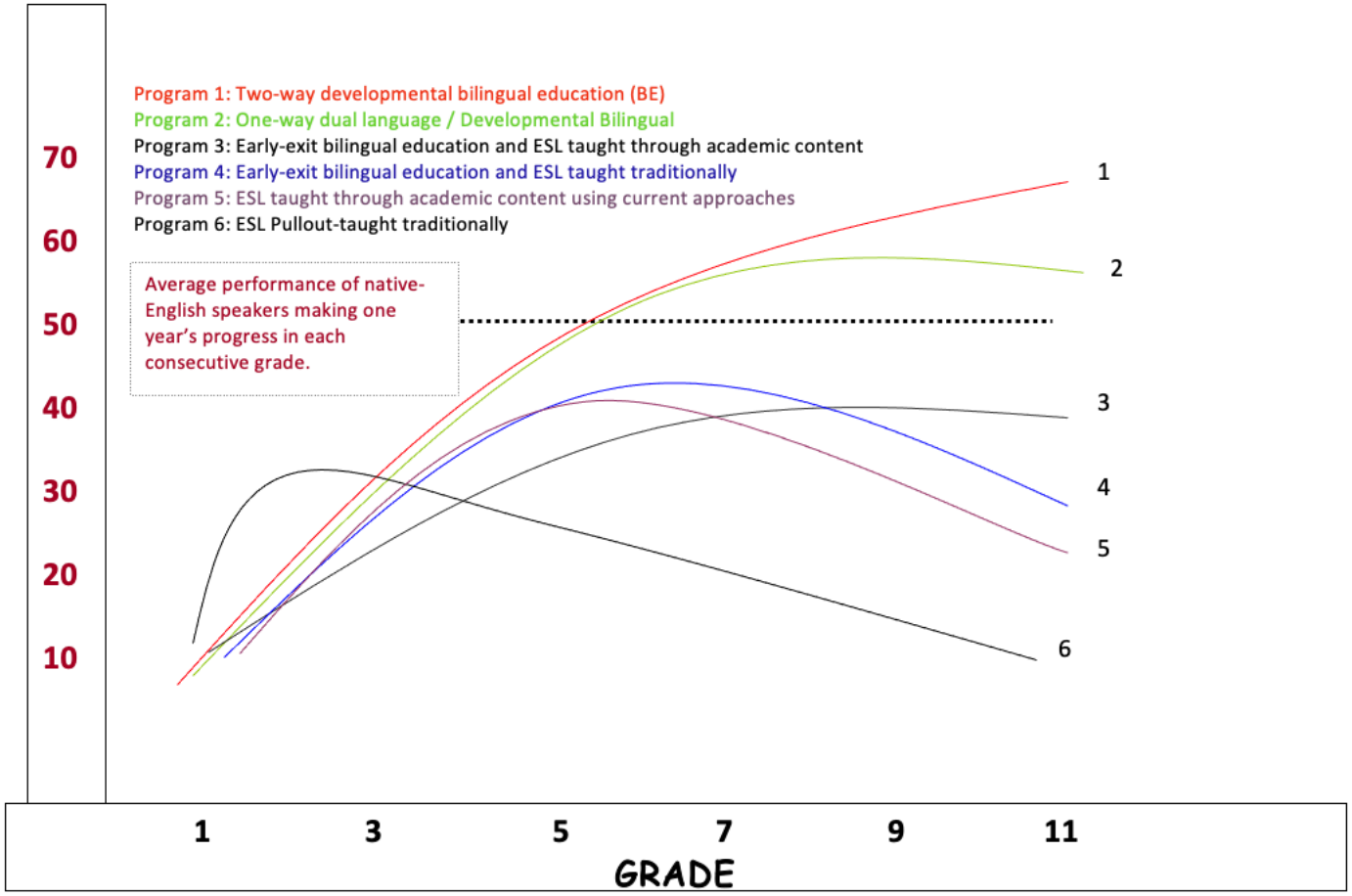


Literacy and Biliteracy - Agree- Disagree Chart

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

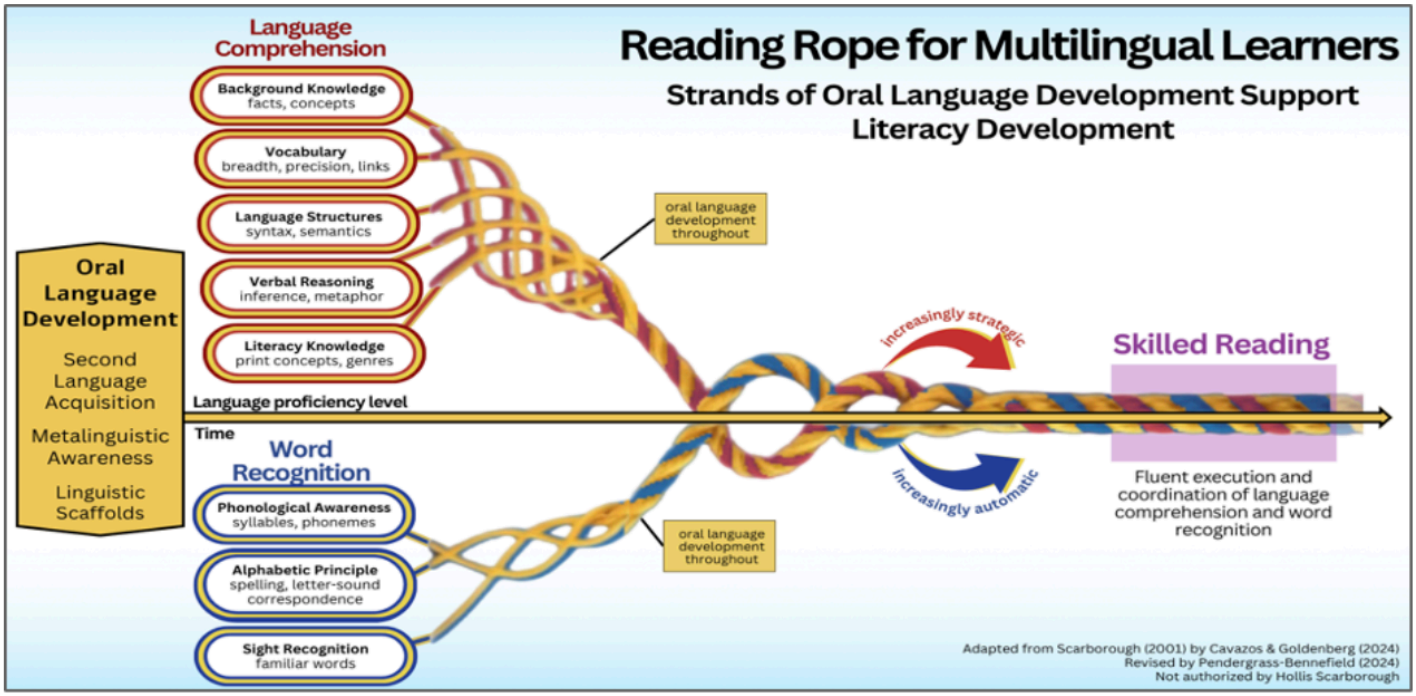
Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system 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.



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Word Recognition Constrained K-2	Language Comprehension Unconstrained (Life-long)
• Phonological Awareness • Decoding (and Spelling) • Sight Recognition	• 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

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Biliteracy Unit Framework (BUF) updated, second edition
Interdisciplinary Unit – Language, Literacy, and Content taught in Spanish

Unit Theme:
- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- Content and Literacy Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension
- Academic listening and speaking necessary for content instruction and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

Reading Comprehension
- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies and reading behaviors.

Writing
- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies writing behaviors.

Foundational Skills and Fluency: Word Recognition
- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

Content Area Instruction
- Oracy, background knowledge, and language comprehension
- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer
- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.
Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

Biliteracy Unit Framework (BUF) updated, second edition
Interdisciplinary Unit – Language, Literacy, and Content taught in English

Unit Theme:
- Content Area Standards
- English Language Arts Standards
- English Language Development Standards
- Content and Literacy Big Ideas
- Summative Assessment

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- Academic listening and speaking necessary for content instruction and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

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- Comprehensive literacy routines, strategies and reading behaviors.

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- Oracy, background knowledge, and language comprehension
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Foundational Skills and Fluency: Word Recognition
- Oracy, background knowledge, and language comprehension
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- Oracy, background knowledge, and language comprehension
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Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

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Oracy and Background Knowledge

Oracy is

Oracy is important because

It is developed through

To determine what language needs to be developed through oracy, it is important to

---

Background knowledge is

Background knowledge is important because

It is developed by

To determine the background knowledge concepts that need to be developed, it is important to

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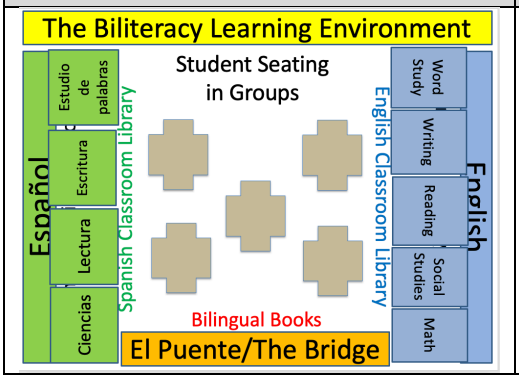
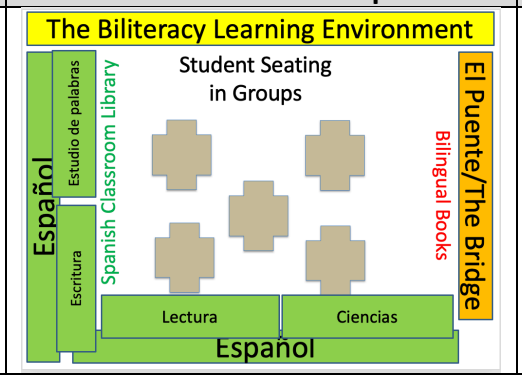
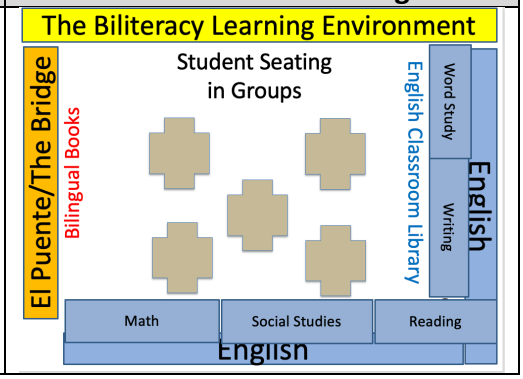
Setting up the Biliteracy Learning Environment

- 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

One Teacher Model	Two Teacher Model – Spanish	Two Teacher Model – English
		

The Biliteracy Learning Environment: Three Linguistic Spaces

(For 1 teacher model and 2 teacher model)

Spanish	The Bridge	English
• Teacher maintains Spanish • Students maintain Spanish (teacher scaffolds with language learning supports) • Materials, instruction and assessments are in Spanish • Literacy instruction is in Spanish • Content in Spanish (Science, Social Science, and/or Math – following the Language and Content Allocation Plan)	• 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. • 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.	• Teacher maintains English • Students maintain English (teacher scaffolds with language learning supports) • Materials, instruction and assessments are in English • Literacy instruction is in English • Content in English all year (Science, Social Science, and/or Math – following the Language and Content Allocation Plan) • For newcomers (Spanish speakers new to English in grades 2 and up), mediated and personalized use of Spanish.

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Engages all students actively and meaningfully using active engagement strategies

Uses language teaching strategies focused on L, S, R, W, intentionally building oracy and background knowledge for literacy and content instruction throughout the unit.

Teaching for Biliteracy…

Includes a meaningful frame for learning: integrating content or a universal theme with language and literacy

Strategically plans for the three linguistic spaces: Spanish, the Bridge, English

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

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

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 Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Arial & satellite photographs Video clips

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

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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 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

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.

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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 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 Alcanzando
ESCUCHAR	• Señalar dibujos, palabras o frases indicados • Seguir instrucciones orales de un paso • Emparejar declaraciones orales con objetos, figuras o ilustraciones	• Clasificar dibujos u objetos siguiendo las instrucciones verbales • Seguir instrucciones verbales de dos pasos • Emparejar declaraciones verbales con objetos, figuras o ilustraciones	• Localizar, seleccionar y ordenar información que proviene de descripciones orales • Seguir instrucciones verbales de paso múltiples • Clasificar o secuenciar información oral usando dibujos u objetos	• Comparar y contrastar funciones y relaciones de acuerdo a información oral • Analizar y aplicar información oral • Identificar causa y efecto en discurso oral	• Sacar una conclusión de información oral • Construir modelos basados en discurso oral • Hacer conexiones en información oral	
HABLAR	• Nombrar objetos, personas y dibujos • Contestar preguntas (quién, qué, cuándo, dónde, cuál)	• Preguntar • Describir dibujos, eventos, objetos y personas • Reformular y decir hechos	• Formular hipótesis y hacer predicciones • Describir procesos • Recontar cuentos o eventos	• Discutir cuentos, cuestiones, y conceptos • Hacer presentaciones orales • Ofrecer soluciones creativas a cuestiones o problemas	• Participar en debates • Explicar fenómenos, dar ejemplos y justificar respuestas • Expresar y defender puntos de vista	
LEER	• Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente • Identificar conceptos de la organización de letras y elementos de textos	• Localizar y clasificar información • Identificar hechos y mensajes directos • Seleccionar patrones de lenguaje asociados con hechos	• Secuenciar dibujos, eventos y procesos • Identificar ideas principales • Usar pistas del contexto para determinar el significado de palabras	• Interpretar información o datos • Encontrar detalles que apoyan las ideas principales • Identificar figuras retóricas y relaciones entre palabras	• Realizar investigaciones para reunir información de fuentes múltiples • Sacar una conclusión de texto explícito e implícito	
ESCRIBIR	• Etiquetar objetos, dibujos, diagramas • Dibujar respuestas a instrucciones • Producir íconos, símbolos, palabras y frases para comunicar un mensaje	• Hacer listas • Producir dibujos, frases, oraciones cortas y apuntes • Dar información pedida por instrucciones orales o escritas	• Producir textos básicos de estilo narrativo o informativo • Comparar y contrastar información • Describir eventos, personas, procesos	• Resumir información de representaciones gráficas o apuntes • Corregir y revisar escritura • Crear ideas originales o respuestas detalladas	• Aplicar información a contextos nuevos • Reaccionar a múltiples géneros y discursos • Redactar varias formas/géneros de composiciones	

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Cammilleri, 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.

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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 – 5th 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.

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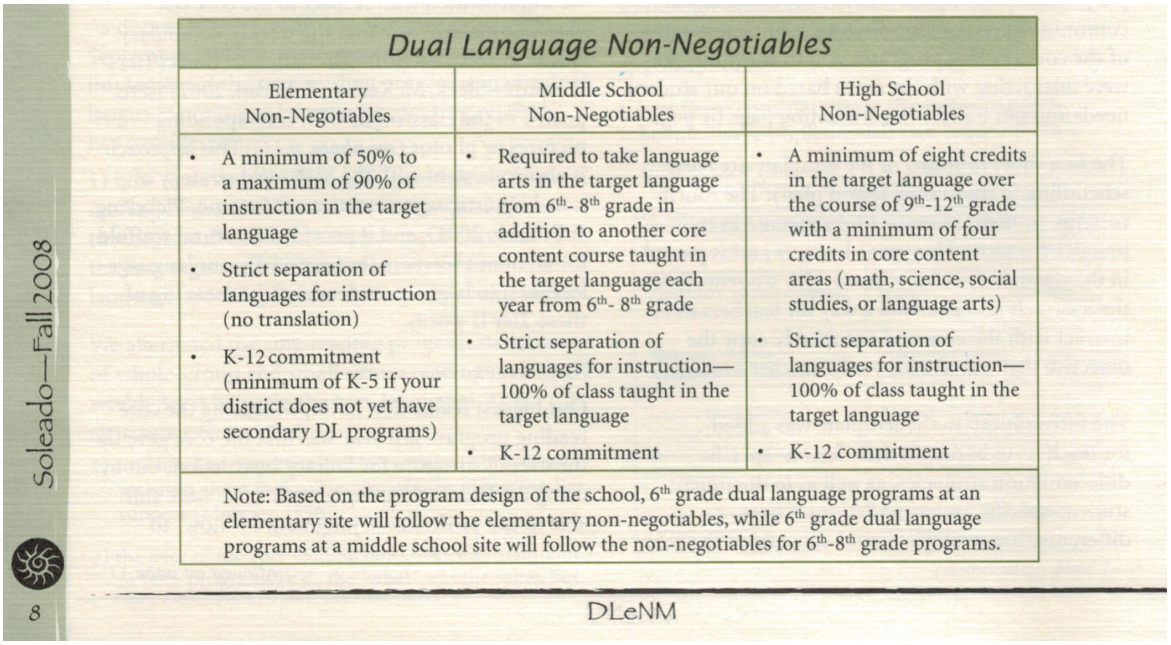
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.



Dual Language Non-Negotiables

Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
• A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	• Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment	• A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment

Note: Based on the program design of the school, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.

Soleado—Fall 2008

8

DLeNM

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.

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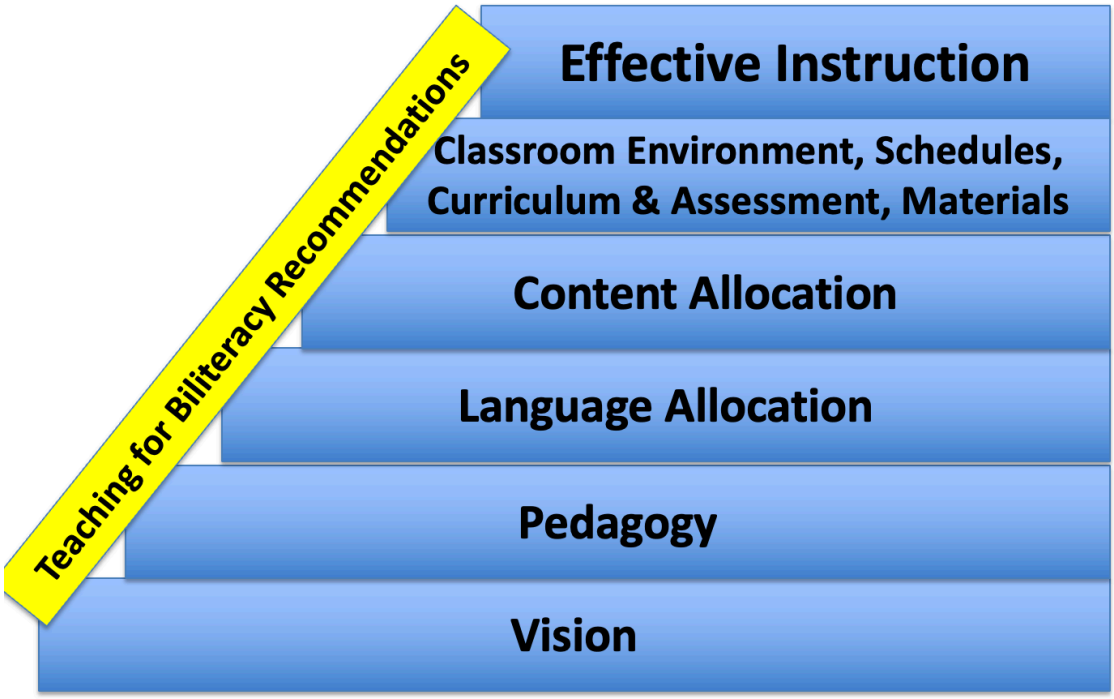
Systems Approach to Sustaining Effective Biliteracy Instruction



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VENTURA UNIFIED DUAL LANGUAGE PROGRAM VISION AND PEDAGOGY

Why Dual Language? According to various researchers, bilingual individuals can enjoy:

- **Academic** advantages for all, including highest-achieving model program for Multilingual (English) Learners
- **Social Emotional** benefits of culturally-sustaining strong ties with family, culture, and community
- **Cognitive** benefits of improved attention span and multi-tasking skills compared to monolinguals
- **Health** advantages of delayed cognitive decline with conditions like Alzheimer's or dementia
- **Communication** benefits of being able to converse and interact with a broader variety of people
- **Cultural** benefits of increased empathy and multicultural awareness, competence, and appreciation
- **Economic** benefits of increased job competitiveness and higher earnings than monolinguals

Program Goals:

- High levels of oracy and biliteracy in both Spanish and English
- High, grade-level academic achievement and excellence across subjects in both languages
- Socio-cultural competence and commitment to equity

Who is the program for? All students are welcome, including sequential and simultaneous bilinguals of all languages and all students with exceptional needs. Students ideally enter our programs in TK or Kinder but may also enter the first day of first grade. Later transfers into our programs are eligible by VUSD assessment and may include newcomers, heritage speakers, or students enrolled elsewhere in a Dual Language program. A commitment to remain with the program for its entirety yields the best results as students often begin to outscore their monolingual peers and fully develop both languages around the transition to Middle School.

Language and Content Allocation Plan: VUSD DL Programs run TK-12th grade. Elementary students follow an 80/20 model (80% instruction in Spanish with 20% in English in TK/K gradually balancing to 50% of the day in each language in the older grades) because research shows it is the best model for our English Learners. Our secondary DL students receive 1-2 classes in Spanish each year. To meet the goals of DL, teachers are expected to remain in the language of instruction per allocation plans while providing necessary language acquisition supports and strategies. Students are expected to engage in the language of instruction and push themselves to continuously build proficiency in all language domains. VUSD DL students aim to graduate with a Seal of Bilingualism and Biliteracy on their High School Diploma. Many of our students pass the Spanish Advanced Placement exam used by Universities while still in Middle School.

Pedagogy: We achieve our goals by ensuring our pedagogy is culturally sustaining, research-based, and purposefully orchestrated to meet the needs of *dual language learners*. We explicitly use metalinguistic knowledge and translanguaging to develop three linguistic spaces for our students: Spanish, English, and a bridge between them to help students transfer academic content from one language to another. We plan rigorous, standards-based, integrated biliteracy units with clear language objectives and authentic materials where students are active, hands-on learners. We include multiple sensory, graphic, and interactive scaffolds to ensure all students with varying degrees of language proficiency and literacy in either language can fully participate. All students receive comprehensive literacy instruction in both languages every day. We regularly collect, analyze, and leverage student learning and achievement data to provide challenging and supportive instruction for all. We strive for high engagement where students take ownership of their understanding of oracy, literacy, and content knowledge in both languages across various subjects. Our students develop a bilingual identity and use their knowledge to work toward a more empathetic and equitable world where all peoples' rich cultures, traditions, histories, and languages are valued, learned from, and respected.

US Department of Education: https://www2.ed.gov/documents/early-learning/talk-read-sing/bilingual-en.pdf
National Institute of Health: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/
Workforce Essentials: Career Benefits of Being Bilingual | Workforce Essentials, TN.
Thomas and Collier: https://www.thomasandcollier.com/articles
Teaching for Biliteracy: https://www.teachingforbiliteracy.com/
Center for Applied Linguistics: https://www.cal.org/areas-of-impact/dual-language-and-multilingual-education/

Ventura Unified Dual Language Content and Allocation Plan

<table>
<tr><th></th><th>SPANISH</th><th>Bridge at End of Every Unit</th><th>ENGLISH</th></tr>
<tr><td>TK - 80/20</td><td>80% - Ca Early Learning Standards taught in integrated units</td><td>Content Bridge Spanish to English

Content Bridge English to Spanish</td><td>20% - Ca Early Learning Standards taught in integrated units</td></tr>
<tr><td>Kinder - 80/20</td><td>80% - Language Arts
Science
Social Studies
Math</td><td>Spanish to English Content and Contrastive Analysis Bridge: Language Arts, Science, Social Studies, Math

English to Spanish Content and Contrastive Analysis Bridge: Universal Theme</td><td>20% - English Language Arts using a Universal Theme (SEL, Health, other)</td></tr>
<tr><td>First - 70/30</td><td>70% - Language Arts
Science
Math</td><td rowspan="2">Spanish to English Content and Contrastive Analysis Bridges: Math, Science, Language Arts

English to Spanish Content and Contrastive Analysis Bridges: Language Arts, Social Studies, Health/SEL</td><td>30% - Language Arts
Social Studies
Health/SEL</td></tr>
<tr><td>Second - 60/40</td><td>60% - Language Arts
Science
Math</td><td>40% - Language Arts
Social Studies
Health/SEL</td></tr>
<tr><td>Third - 50/50</td><td>50% - Language Arts
Science</td><td rowspan="3">Spanish to English Content and Contrastive Analysis Bridges: Language Arts, Science

English to Spanish Content and Contrastive Analysis Bridges: Language Arts, Social Studies, Math, Health/SEL</td><td>50% - Language Arts
Social Studies
Math
Health/SEL</td></tr>
<tr><td>Fourth - 50/50</td><td>50% - Language Arts
Science</td><td>50% - Language Arts
Social Studies
Math
Health/SEL</td></tr>
<tr><td>Fifth - 50/50</td><td>50% - Language Arts
Science</td><td>50% - Language Arts
Social Studies
Math
Health/SEL</td></tr>
<tr><td colspan="4">Language Arts refers to all the elements of comprehensive literacy included in the CA ELA/ELD standards and CCSS en español. Oracy and literacy are framed in content and taught in each language every day including listening and speaking, reading and writing and foundational skills. Language Comprehension is at the forefront of instruction. In addition, when applicable, Language Arts includes both Designated and Integrated ELD.</td></tr>
</table>

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Sample TK Content and Language Allocation Plans

80/20

Spanish 80%	The Bridge	English 20%
California Early Learning standard taught in Spanish within integrated units: Circle Time Gross Motor Centers	From Spanish to English at the end of every unit: • Circle time • Centers From English to Spanish at the end of every unit: • Centers • Circle Time	California Early Learning Standards taught in English within integrated units. Circle Time (only in half day) Gross Motor (included in full day)

50/50

Spanish 50%	The Bridge	English 50%
California Early Learning Standards taught in Spanish within integrated units. Circle Time Gross Motor Centers	From Spanish to English at the end of every unit: • Circle time • Centers From English to Spanish at the end of every unit: • Centers • Circle Time	California Early Learning Standards taught in English within integrated units. Centers Circle Time Gross Motor

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Sample PreK Half-Day Schedule 80/20

Half day - 180 total minutes

- **140 Spanish minutes**
- **40 English minutes**

8:15-8:40	Arrival/Journal Writing/Quiet Reading	Spanish
8:45-8:55	Circle Time (Large Group) (Read Aloud)	
9:00-9:30	Gross Motor	
9:30-10:30	Free Choice Time (Interest Areas) (Small Groups)	
10:30-10:35	Clean Up Time	
10:35-10:50	Circle Time (Large Group) (Read Aloud)	English
10:50-11:10	Free Choice Time (Interest Areas) (Small Groups)	
11:10-11:15	Dismissal	

Sample PreK Full-Day Schedule 80/20

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

Approximately:

- **276 Spanish minutes**
- **69 English minutes**

8:35-8:50	Arrival/Breakfast	**Spanish**
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	
12:30-1:30	Centers (Interest Areas/Small Groups)	
1:30-1:40	Clean Up/Books at Carpet	
1:40-2:00	Circle Time (Large Group) (Read Aloud)	
2:00-2:30	Gross Motor/Outside Play	**English**
2:30-3:05	Circle Time (Large Group)	
3:05-3:10	Folders/Backpack/Dismissal	

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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	Spanish
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	
12:30-1:30	Centers (Interest Areas/Small Groups)	English
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	

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English

Time	Subject	Language
8:00 – 8:20 a.m.	**SEL and Classroom Community Building**	**Spanish**
8:20 – 10:30 a.m.	**SS/Spanish Language Arts** OR **Science/Spanish Language Arts** (alternating units) Over the course of each unit, the students will engage in… • Oracy • SS/Science experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**SPANISH**
10:30-11:00 a.m.	**Interventions** (based on student need)	Language determined by the teacher and based on student need
11:00 a.m. – 12:00 p.m.	**Specials**	If possible, half are offered in Spanish and half in English
12:00 – 12:45 p.m.	**Lunch**	Student choice
12:45 – 2:00 p.m.	**Math in Spanish** • Oracy development • Math skills and practice • Reading and writing as applied to math.	**SPANISH**
2:00 – 3:00 p.m.	**English Language Arts** Over the course of each unit, the students will engage in… • Oracy • Experiences • Whole instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**ENGLISH**

- The literacy routines included in these schedules are examples. Districts should include their own district-specific literacy routines in the biliteracy schedule.
- Integrated Language Arts units can alternate between SS and Science
- In these schedules, intervention time is not factored into the total Spanish or English time.

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

Time	Subject	Language
8:00 – 8:20	**SEL and Classroom Community Building**	**SPANISH**
8:20– 10:45	**Science and Language Arts** Over the course of each unit, the students will engage in… • Oracy • Science experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**SPANISH**
10:45 to 11:15	**Interventions** (based on student need)	Language determined by the teacher and based on student need
11:15 – 12:00	**Lunch/Recess**	Student choice
12:00 – 1:00	**Math** - over the course of a math unit, the students will engage in: • Oracy development • Math practice • Reading and writing as applied to math	**ENGLISH**
1:00-2:40	**Social Studies and Language Arts** Over the course of each unit, the students will engage in… • Oracy • SS experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**ENGLISH**
2:40-3:10	**Specials**	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.

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Step-by-Step Protocol for Using the Program Language and Content Allocation Plan to Calculate Instructional Minutes and Develop Biliteracy Schedules

The table below includes a step-by-step protocol for developing biliteracy schedules that meet the criteria specified above.

<table>
<tr><th colspan="2">Step-by-Step Protocol for Using the Program Language and Content Allocation Plan to Calculate Instructional Minutes and Develop Biliteracy Schedules</th></tr>
<tr><th>Directions</th><th>Calculation</th></tr>
<tr><td>1. Calculate the total daily minutes in a school day (from arrival to dismissal).
a. Note the time the morning bell rings and students enter the building and when the afternoon bell rings and students are dismissed. Calculate those minutes - bell to bell.
b. Because the daily minutes of each grade level may be different (along with all the calculations that follow in subsequent steps), it is important to do follow these steps and create sample schedules for EVERY grade level)</td><td></td></tr>
<tr><td>2. Calculate the total number of daily non-classroom instructional minutes, such as breakfast, lunch, and recess, and <u>subtract</u> it from the total daily instructional minutes.
a. Breakfast:
b. Lunch:
c. Recess:
d. Total:</td><td><table><tr><td>Total from step 1:</td><td></td></tr><tr><td>Total daily non- instructional minutes</td><td></td></tr><tr><td>Total daily instructional minutes after subtracting non- instructional time</td><td></td></tr></table></td></tr>
<tr><td>3. Identify the number of daily minutes dedicated for intervention purposes (tier 2 and tier 3) and <u>subtract</u> it from the total identified in step 2.
a. Identifying a time for each grade level for these services eliminates the need for students to be pulled from Tier 1/Core instruction to receive these services. These services should be offered bilingually, based on student need. The language in which the service is offered to the student is determined by the teacher(s).
b. The number of daily minutes dedicated to intervention purposes may be different for every grade level. In some instances, such as with kindergarten, intervention time may not be added to the schedule until half way through the year.
c. In some districts, this is called “WIN time”</td><td><table><tr><td>Total from step 2 red box</td><td></td></tr><tr><td>Total daily intervention minutes</td><td></td></tr><tr><td>Total daily instructional minutes after subtracting intervention time</td><td></td></tr></table></td></tr>
</table>

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4. Identify the average amount of minutes for specials/elective classes. Subtract this number from the total identified after step 3.
    a. *This includes non-classroom instructional time such as library, art, PE, music, health, STEM, etc. Usually, these classes use a separate curriculum that is not integrated with any other aspects of the classroom instructional day.*
    b. *These classes may be taught/facilitated by the classroom teacher, or they can be taught/facilitated by a different teacher.*
    c. *To support the program vision and ensure students meet the program goals, it is ideal when there is a strategic plan to facilitate these classes in each of the program languages; when some are offered in English, and some are offered in the non-English language.*
    d. *As mentioned before, the average amount of daily specials/elective time may differ for each grade level. Therefore, this protocol needs to be repeated with every grade level.*

Total from step 3 red box	
Average daily minutes of specials classes for this grade level	
Total daily instructional minutes after subtracting intervention time	

5. Use the program **Language Allocation Plan** to determine the instructional minutes for each language for each grade level.
    a. Identify the percentage of time for each program language. Then, use this percentage to calculate classroom instructional minutes for each grade level.
    b. *The percentage of time that students spend in each program language may be different at every grade level.*

6. Use the program **Content Allocation Plan** to determine the language in which math is taught for the grade level. Using the agreed upon district math minute allocation for math minutes, subtract it from the instructional minutes for that language.
    a. *Based on the Teaching for Biliteracy Recommendations, it is suggested that math instruction be delivered in only ONE program language. Therefore, this calculation will result in different totals in the red row.*
    b. *Math instruction may be facilitated in a different language at each grade level, and therefore, this protocol should be used to calculate minutes in each language at each grade level.*
    c. *Because it is recommended that at least 60 minutes be dedicated for integrated language arts instruction in each language and some districts require up to 90 minutes of math instruction, some districts opt to include some minutes of math fluency practice in the other language (i.e. NOT remediation, reteaching, or instruction of new concepts, but fluency practice of skills that all students already know)*

Total from red box in step 4		
% of time in each language for this grade according to the language allocation plan	**Spanish** ____ %	**English** ____%
Step 5: Calculation of classroom instructional minutes in each program language		
Step 6: Number of minutes for math ***instruction*** (in one language only) Put an X or 0 in the other language.		
Step 6: If applicable, number of minutes for math ***fluency practice*** (which may be in the other program language from math instruction) Put an X or 0 in the other language.		
Step 6: Total minutes left over in each language after calculating math		
Step 7: Other (specify for what)		
Step 7: Other (specify for what). SCIENCE AND SOCIAL STUDIES		
Step 7: Other (specify for what)		

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7. Identify any other program mandated processes or classroom instructional requirements that are expected to be taught/facilitated by the classroom teacher. Assign them to ***ONE*** program language. Then subtract this total from the number of instructional minutes in each language.
    a. *These processes or classroom instructional requirements may include things such as calendar time, meditation time, or classroom meetings, OR the use of a specific SEL curriculum.*

Step 7: Total number of minutes left over in each language for INTEGRATED instruction (note: this number must be at least 60 minutes – if it is not, revise calculations above)		

8. Use the information from steps 5-7 to create a schedule that shows the amount of time for instruction aligned to integrated (content/universal theme and literacy) units of study (BUFs) in each language.

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Biliteracy Schedule (From Student Perspective)

Time	Subject	Language

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Comparison of the Monolingual and Multilingual Perspectives

Area	Monolingual Perspective	Multilingual Perspective
Perspective of Student Language Ability	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 *(puchar; planching)* 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.
Programmatic Structure **Curriculum, Instruction and Assessment**	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/GLAD strategies, and focus on instruction and assessment in one language, Spanish or English.	Units of instruction are anchored in standards, use sheltered instruction/GLAD strategies, and focus on instruction and assessment in three linguistic spaces: Spanish, the Bridge, and English.

Beeman and Urow (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Brookes Publishing: Baltimore, MD.

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Overview: Biliteracy Curriculum Mapping Process

Steps	Components
I. A Program Design and First Draft of Biliteracy Curriculum Map	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.

	Review the instructional shifts of the standards:
	• NGSS
	• C 3 Framework for SS
	• CCSS Language Arts (page i of the bilingual CCSS grade level packet)
	
	**If using a published program or resource:*
	• *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.*
	• *Determine if the resource includes all the standards the grade level is responsible for (language arts, science, social studies, etc.)*
	  ○ *Create a plan for how any missing standard sets will be addressed.*
	  ▪ *For example, if the resource includes only language arts standards, how, when, and with what will the science and social studies standards be addressed?*

	Draw the grade level Language and Content Allocation on Butcher Paper. Start mapping by bundling the content area standards. **If using a published program or resource:* • *Create a yearlong grade level standards-based map using the published program (for each language).* • *Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.*
	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.

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I.B. Audit: Record, Reflect and Revise	Record, reflect, and revise the map by: • Evaluating the content standards bundles in the map and make sure all the content standards are represented, reflecting the shifts in the standards. • Engaging in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor and balance of the language arts standards in both languages. • Revise storyline and bundles as needed **If using a published program or resource:* • *Audit the map for standards, rigor and balance. Ascertain steps for moving forward.* • *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).* ○ *Write yearlong storylines that explain the additions or changes.*

II. Unit Backwards Design	Create a BUF for each unit on the map: **(If using a published program or resource, for each step below, the published resource will be consulted and used wherever it fits.)*
	
	• List the standards from the map
	• Unpack all the standards in the unit into outcomes, listing the outcomes from the least to the most rigorous. Formative assessments assess the outcomes.
	• Craft the big ideas for content and literacy based on the standards.
	• Write the summative assessment.
	• Create a flow chart which is used to write the storyline that describes what students will do and how the standards are integrated.
	• Add instructional activities for meeting the standards and outcomes to each section of the BUF:
	  ○ Building Oracy and background Knowledge (& corresponding formative assessments)
	  ○ Content Area Instruction (& corresponding formative assessment)
	  ○ Reading Comprehension (& corresponding formative assessment)
	  ○ Writing (& corresponding formative assessment)
	  ○ Foundational Skills/Language Comprehension (& corresponding formative assessment)
	  ○ The Bridge for Transfer and for Contrastive Analysis (& corresponding formative assessment)

III. Unit Learning Plan	Create a week-by-week learning plan that includes:
	• Outcomes to be covered
	• Formative assessments that will assess student performance based on the outcomes
	• The instructional activities that will be used (from step 2)
	  ○ High leverage biliteracy strategies
	  ○ Language supports: sensory, graphic and interactive
	  ○ Partnerships
	  ○ Sentence prompts, word banks, etc.

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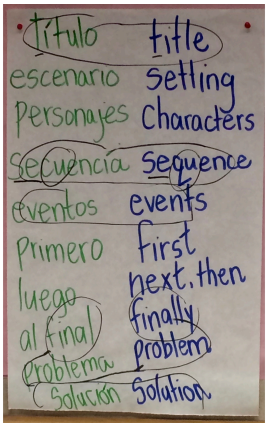
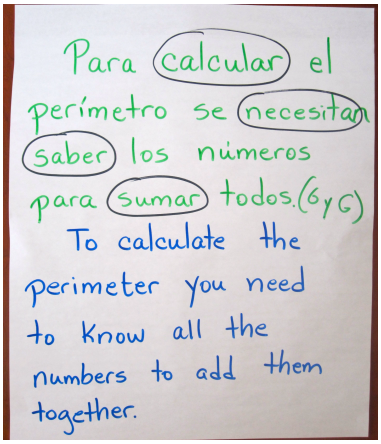
Bridge and "bridging"	
The Bridge is…	**Bridging is…**
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making **cross-linguistic connections**, in each language, during the unit of instruction.
about **transfer** – supporting students in transferring their learning (standards, concepts, essential understandings) from the language of instruction to the opposite language	the opportunity for the teacher to guide students in applying and building on the **contrastive analysis (AKA cross-linguistic connection)** charts created during the Bridge.
about **contrastive analysis**: comparing and contrasting the Spanish and English in the transfer charts in the areas of phonology, morphology, syntax and grammar, and pragmatics	students noticing how their two languages are similar and different, and add their noticings to the contrastive analysis charts
highly interactive and student-centered	not the same as Bridge.
not a translation, or just about cognates	not the teacher giving students words.

Three Types of Bridges: Part One of the Bridge

Illustration	Side-by-Side	Así se dice
		

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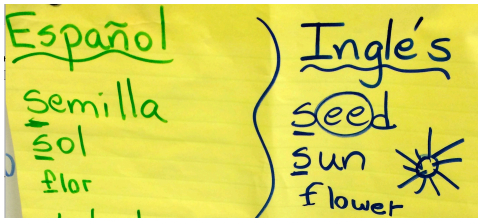
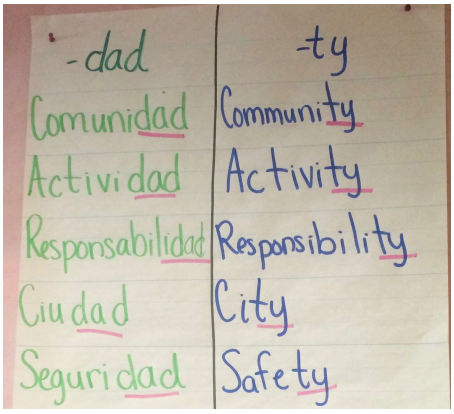
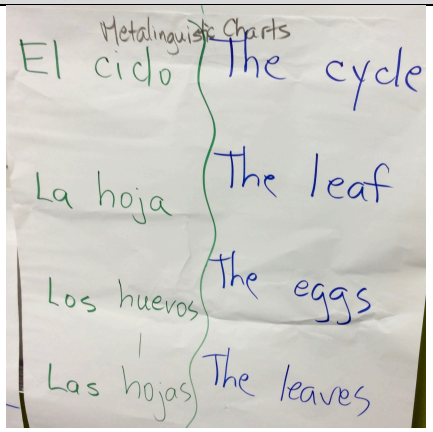
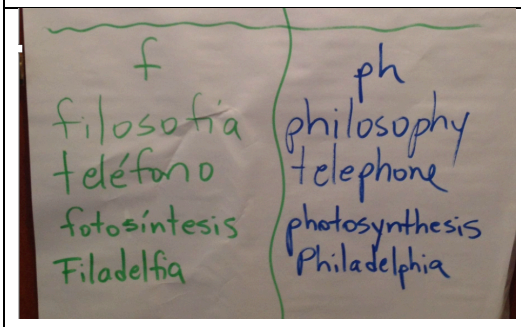
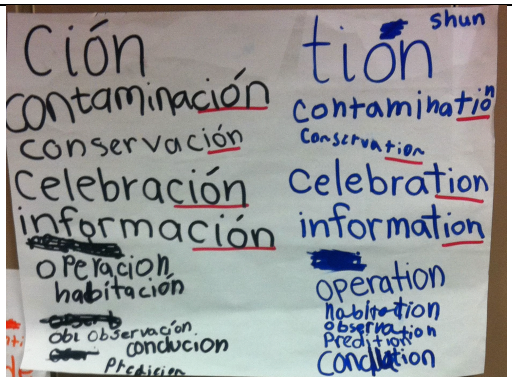
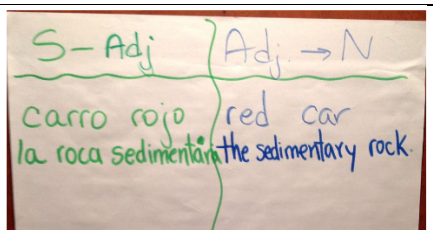
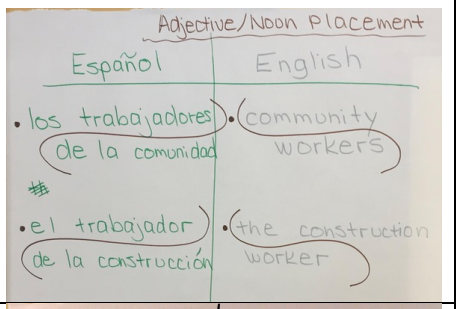
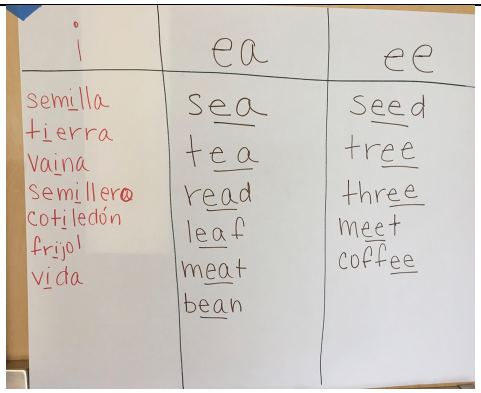
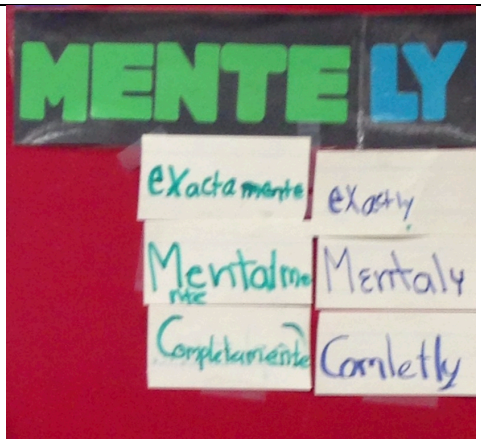
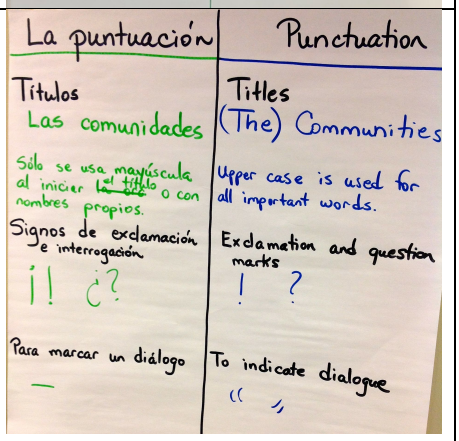
Three Types of Contrastive Analysis Charts: Part Two of the Bridge and part of "bridging"

Phonology	Morphology	Syntax and Grammar
		
		 
		

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Four Areas of Contrastive Analysis: Part Two of the Bridge	
Element and area of focus	**Examples**
Phonology (sound system) • Sounds that are different in the two languages. • Sounds that are similar in the two languages.	• Sound-symbol correspondence (e.g., the [k] sound: "qu" or "c" in Spanish; "c" or "k" in English) • Silent letters (e.g., "h" and "u" in Spanish; many in English) • The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	***in****formal* – i**n**formal ***in****formar* – **in**form *social**ismo*** – social**ism** *desastr**oso*** – disastr**ous** ***pre****parar* – **pre**pare *profe**sió**n* – profes**sion** *educa**ción*** – educa**tion**
Syntax and grammar (sentence structure) • Rules for punctuation, grammar, word order, etc. unique to each language • Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., *¡Me encanta!* – I love it!) Articles have gender in Spanish but not in English (e.g., *el título* – the title*; la revolución* – the revolution) In Spanish accents change the meaning of words (e.g., *el Papa vive en Roma; la papa es deliciosa; mi papá es muy trabajador*) Spanish has many reflexive verbs; English has few (e.g., *Se me cayó*) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g., ¡*Voy*!) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – *la casa de mi abuela)*
Pragmatics (language use) • Cultural norms or contexts that are reflected in language use. • Use of overlapping cultural norms in a bilingual context.	Questions about age avoid the world "old" in Spanish because it has negative connotations (*¿Cuántos años tienes?*) Figurative language from English is translated directly into Spanish: *Estoy encerrado afuera* (I am locked out!) rather than *Me quedé afuera.* Spanish constructs are used during English (e.g., *Mis padres ganan mucho dinero*. My fathers win lots of money).

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

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Planning for the Bridge	
1. Review in the language of instruction	4. **The Bridge for Transfer: Match the key words/phrases/sentences to the other language**
2**. Elicit key words/phrases/sentences in the language of instruction from students**	5. **The Bridge for Contrastive Analysis**
3. **The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).**	6. **The Bridge for Transfer: Practice**

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Assessment in Language Programs

Adapted from Gottlieb, M. and Nguyen D. (2007). *Assessment and Accountability in Language Education Programs.* Philadelphia, PA: Caslon Publishing

Principles:

- Assessment should capture student growth in both language development and academic achievement in each language.
- Formative assessment should mirror instruction and should be administered and collected over time using rubrics, checklists, and other assessments.
- Standardized assessments reflect district, state, and federal guidelines.

Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	**Formative or Instructional:** **Interim**: **Standardized (occur once):**	**Formative or Instructional:** **Interim**: **Standardized**:
English	**Formative or Instructional:** **Interim**: **Standardized**:	**Formative or Instructional:** **Interim**: **Standardized**:

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SAMPLE: Assessment in Language Programs

Language of Instruction	Language Assessments	Academic Achievement Assessments

Spanish	**Formative or Instructional**:
	• Language Development Rubrics for Spanish (WIDA CAN DO descriptors)
	• Oracy Anecdotal Record Charts
	  • Initial oracy for science
	  • Oracy before reading
	• Spanish as a Second Language Checklists
	• Language Development Rubrics
	• Speaking Rubrics
	• Listening Rubrics
	
	Interim:
	• Language Development Rubrics for Spanish (WIDA CAN DO descriptors)
	
	Summative/ Standardized:
	  • AVANT STAMP Language Proficiency Test
	  • DELE (from Spain)
	  • ELLOPA (PK-5)
	  • LAS Links español
		Formative or Instructional:
		• Writing rubrics in Spanish
		• Reading Inventories
		• *Dictado* Checklists
		• Content area project rubrics
		• Teacher made tests
		• Performance based tasks
		• Anecdotal Record Charts
		
		Interim: EDL2 or STAR
		
		Standardized:
		• LAS
		• APRENDA

English	**Formative or Instructional**: • Language Development Rubrics (WIDA's CAN DO descriptors) used formatively • ESL Checklists • Language Development Rubrics • Speaking Rubrics • Listening Rubrics • Reading and Writing Rubrics **Interim:** • Language Development Rubrics for English (WIDA CAN DO descriptors) **Standardized**: • ACCESS (WIDA states) • CELLA (Florida) • ELPAC (California)	**Formative or Instructional**: • Writing rubrics in English • Reading Inventories • Spelling Growth • Fluency Measures • Content area project rubrics • Teacher made tests • Performance based tasks • Anecdotal Record Charts **Interim**: DRA or STAR **Standardized**: • State large scale testing (PARCC and Smarter Balance) example: Illinois Assessment of Readiness

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Individual Reflection

Agenda Item	List your "take-aways"
Students and Goals of Biliteracy Programs	
How dual language programs meet the needs of EBs/ELs	
Defining Biliteracy	
The Biliteracy Unit Framework (BUF)	
Student Language Proficiency Levels	

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Characteristics of Effective Biliteracy Instruction	
Planning for Sustainability: Structures that Support Effective Dual Language Implementation	
The Multilingual Perspective	
Teacher Language Use: Establishing a Language Policy	
Other	

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Individual or Team Planning for Next Steps

Elements we have in place: Affirmations	Areas to work on: Next Steps	Other

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