

Dual Language Programs in Action: Planning and Implementation



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Lloyd Elementary School - CPS

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Center for Teaching for Biliteracy

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Professional Learning Expectations

- Participate actively and meaningfully
- Avoid side conversations
- Place cell phones on vibrate
- Be present
- Ensure everyone has a voice
- Flexible mind – be open to new ideas-
Growth mindset

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Agenda:

- ✓ Sample Instruction Parts 2 & 3
- ✓ Debrief Sample Instruction
 - **Teacher and Student Language Use**
 - Defining Biliteracy
 - Closure

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Teacher and Student Language Use: Establishing Expectations

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Language Expectations: Students

• Expectations for Student Use of Language:

–Students' use of the language of instruction is reflective of their language proficiency level

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Sample Student Profile for: Isabel



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Follow simple oral directions (e.g., "Hold your pencil.") - Observe pictures or objects and respond orally (e.g., in books). - Identify and label objects. - Respond to simple questions or oral statements. - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations. - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures. - Locate objects described orally.	- Follow modeled multi-step oral directions. - Sequence pictures of stories read aloud (e.g., beginning, middle, and end). - Match people with jobs or objects with functions based on oral descriptions. - Classify objects according to descriptive oral statements.	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information. - Find details in illustrated, narrative, or expository text read aloud. - Identify illustrated activities from oral descriptions. - Locate objects, figures, places based on visuals and detailed oral descriptions.	- Use context clues to gain meaning from grade-level text read orally. - Apply ideas from oral discussions to new situations. - Interpret information from oral reading of narrative or expository text. - Identify ideas/concepts expressed with grade-level content-specific language.
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language. - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase. - Identify and name everyday objects. - Participate in whole group chants and songs.	- Use first language to fill in gaps in oral English (code-switch). - Repeat facts or statements. - Describe what people do from action pictures (e.g., jobs of community workers). - Compare real-life objects (e.g., "smaller," "bigger").	- Ask questions of a social nature. - Express feelings (e.g., "I'm happy because..."). - Retell simple stories from picture cues. - Sort and explain grouping of objects (e.g., ink v. float). - Make predictions or hypotheses. - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).	- Ask questions for social and academic purposes. - Participate in class discussions on familiar social and academic topics. - Retell stories with details. - Sequence stories with transitions.	- Use academic vocabulary in class discussions. - Express and support ideas with examples. - Give oral presentations on content-based topics approaching grade-level. - Initiate conversation with peers and teachers.

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

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Sample Student Profile for: Isabel (continued)



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., "as big as a house")
WRITING	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., "I like ____") - Describe people, places, or objects from illustrated examples and models	- Engage in previewing strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visual or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences

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Baseline

First Trimester

Second Trimester

Third Trimester

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Lesson Planning Guide



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawing) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role-play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios
SPEAKING	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Retain content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	- Answer simple content-based questions - Retell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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Lesson Planning Guide (continued)



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky")	- Interpret information or data from charts and graphs - Identify main ideas and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main ideas - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level
WRITING	- Label objects, pictures, or diagrams from word/phrase banks - Communicate idea by drawing - Copy words, phrases, and short sentences - Answer oral questions with single words	- Make lists from labels or with peers - Complete/produce sentences from word/phrase banks or walls - Fill in graphic organizers, charts, and tables - Make compositions using real-life or visually-supported materials	- Produce simple expository or narrative text - String related sentences together - Compare/contrast content-based information - Describe events, people, processes, procedures	- Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	- Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of student language processing and use across the levels of language proficiency.

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Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
ESCUCHAR	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
HABLAR	- Repetir palabras simples, frases y partes del lenguaje memorizadas - Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) - Identificar y nombrar objetos de la vida diaria - Participar en cantos y gritos de un grupo	- Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) - Repetir hechos o declaraciones - Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) - Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	- Hacer preguntas de naturaleza social - Expresar sentimientos (ejemplo: "Estoy feliz porque...") - Recontar cuentos simples usando dibujos - Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) - Hacer predicciones o hipótesis - Distinguir características del contenido académico (ejemplo: oruga, mariposa)	- Hacer preguntas con propósitos académicos y sociales - Participar en pláticas de la clase relacionadas con temas sociales y académicos - Recontar cuentos con detalles - Ordenar cuentos con transiciones	- Usar vocabulario académico en pláticas de la clase - Expresar ideas y apoyarlas con ejemplos - Dar presentaciones orales basadas en temas de contenido académico - Iniciar conversaciones con compañeros/as y maestros/as

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	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
LEER	- Identificar símbolos, iconos y escritos del medioambiente - Conectar lo escrito con lo visual - Emparejar objetos familiares de la vida real con sus etiquetas - Seguir instrucciones usando diagramas o dibujos	- Buscar dibujos asociados con patrones de palabras - Identificar e interpretar diagramas etiquetados que ya han sido enseñados - Emparejar lo dicho con lo escrito al señalar iconos, letras, o palabras ilustradas - Clasificar palabras en grupos de palabras	- Hacer conexión entre sí mismo y el texto con incitaciones - Escoger títulos que se emparejan con una serie de dibujos - Clasificar palabras ilustradas en categorías - Emparejar frases y oraciones con dibujos	- Poner palabras en orden para formar oraciones - Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) - Seguir instrucciones a nivel de oraciones - Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	- Empezar a usar características de escritura no ficción para estimular comprensión - Usar estrategias de aprendizaje - Identificar ideas principales - Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")	Nivel 6 - Alcanzando
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/ frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/ frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	Nivel 6 - Alcanzando

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Language Policy

- **Expectations for Student Use of Language:**
 - Student use of the language of instruction is reflective of their language proficiency level
 - **Language supports (sensory, graphic, and interactive supports)** are used for levels 1, 2 and 3 so that students can effectively use the language of instruction



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Supports for Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines, newspapers - Physical activities - Videos, film - 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 (websites) or software programs - In the native language (L1) - With mentors

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Karen Beeman, teachingforbiliteracykb@gmail.com Teaching For Biliteracy Support www.teachingforbiliteracy.com

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 Aerial & satellite photographs Video clips

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

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Language Expectations : Students

• Expectations for Student Use of Language:

- Student use of the language of instruction is reflective of their language proficiency level
- Language supports (sensory, graphic, and interactive supports) are used for levels 1, 2 and 3 so that students can effectively use the language of instruction
- **High-leverage biliteracy strategies** support student use of the language of instruction

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High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	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
© WIDA Language Development Standards Notes: Meaningful Frame (i.e., content and unit theme)			
Strategy Name and Description	Language Supports and Notes		
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	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
© WIDA Language Development Standards Notes: Meaningful Frame (i.e., content and unit theme)			

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Language Expecations : Students

- **Expectation for Student Use of Language:**
 - Student use of the language of instruction is reflective of their language proficiency level
 - Language supports (sensory, graphic, and interactive supports) are used for levels 1, 2 and 3 so that students can use the language of instruction
 - High-leverage biliteracy strategies support student use of the language of instruction
 - **Teachers agree that by _____ (2nd semester 1st grade?) students are “expected” to use English through the use of the language supports.**

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Language Expecations : Teachers

- How does teacher use of language support students in meeting the goals of dual language (bilingualism and biliteracy, grade-level academic achievement, and socio-cultural competence)?
- How do teacher expectations of student language use impact language learning?

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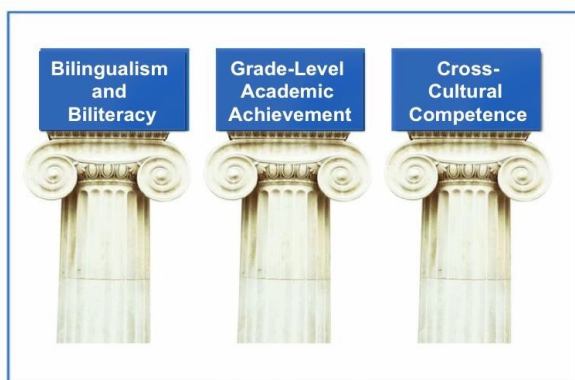


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The goals of Dual Language



Three Pillars of Dual Language Education



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Scenario 1 : Spanish instruction	Scenario 2: Spanish instruction
M: Ayer aprendimos que el aire pesa. <i>Yesterday we learned that air has weight. Y ¿qué aprendimos acerca del aire y el espacio? And what have we learned about air and space?</i>	T: Ayer aprendimos que el aire pesa. <i>What did we learn about air and space?</i>
E1: M: We will analyze teacher use of language and how it helps or hinders students in becoming bilingual, biliterate, reaching grade level academic goals and becoming socio-culturally competent. E2: M: E3: E4: <i>...we measured the cup's volume.</i> M: <i>You are right, we put some water in the cup, measured the volume, and then we covered it all up with a napkin. And what did I do then? Correcto. Llenamos el vaso de agua y lo tapamos con una servilleta. Y luego ¿qué hice?</i>	
T: <i>You are right! Llenamos el vaso de agua , we measured its volume, and we covered it with a napkin. Y luego, what did I do?</i>	

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Scenario 1: Spanish instruction	Scenario 2: Spanish instruction
M: Ayer aprendimos que el aire pesa. <i>Yesterday we learned that air has weight. Y ¿qué aprendimos acerca del aire y el espacio? And what have we learned about air and space?</i> E1: ...that air takes up space. M: <i>You are right, air takes up space. ¡Tienes razón! El aire ocupa espacio. ¿Recuerdan el experimento que hicimos? Do you remember the experiment we did?</i> E2: <i>Hmmm....Yes, with a paper cup.</i> M: <i>Did we use anything else besides the paper cup? ¿Utilizamos algo más que el vaso de papel?</i> E3: Una toallita de papel. E4: <i>And we measured the cup's volume.</i> M: <i>You are right, we put some water in the cup, measured the volume, and then we covered it all up with a napkin. And what did I do then? Correcto. Llenamos el vaso de agua y lo tapamos con una servilleta. Y luego ¿qué hice?</i>	M: Ayer aprendimos que el aire pesa. <i>What did we learn about air and space?</i> E1: ... that air takes up space. M: ¡Sí! <i>You are right! Y el experiment... Do you remember what we did?</i> E2: <i>Something with a paper cup.</i> M: And what else... <i>¿no usamos algo más?</i> E3: Una servilleta E4: Agua y vaso. M: <i>You are right! Llenamos el vaso de agua , we measured its volume, and we covered it with a napkin. Y luego, what did I do?</i>

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Analyzing Language Use in the Dual Language Classroom			
Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Name: Translation	It does not. Students wait for the language that is easiest.	It may help students develop receptive language, but not productive language in both. No apparent focus on language goals or language complexity.	There is no use of sensory, graphic, and interactive supports.
2 Name:			
3. Name:			
3 Name:			

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Scenario 1 : Spanish instruction	Scenario 2: Spanish instruction
M: Ayer aprendimos que el aire pesa. <i>Yesterday we learned that air has weight.</i> Y ¿qué aprendimos acerca del aire y el espacio? <i>And what have we learned about air and space?</i> E1: ...that air takes up space. M: <i>You are right, air takes up space. ¡Tienes razón! El aire ocupa espacio. ¿Recuerdan el experimento que hicimos? Do you remember the experiment we did?</i> E2: <i>Hmmm....Yes, with a paper cup.</i> M: <i>Did we use anything else besides the paper cup? ¿Utilizamos algo más que el vaso de papel?</i> E3: Una toallita de papel. E4: <i>And we measured the cup's volume.</i> M: <i>You are right, we put some water in the cup, measured the volume, and then we covered it all up with a napkin. And what did I do then? Correcto. Llenamos el vaso de agua y lo tapamos con una servilleta. Y luego ¿qué hice?</i>	T: Ayer aprendimos que el aire pesa. <i>What did we learn about air and space?</i> S1: ... that air takes up space. T: ¡Sí! <i>You are right! Y el experiment... Do you remember what we did?</i> S2: <i>Something with a paper cup.</i> T: And what else... <i>¿no usamos algo más?</i> S3: Una servilleta S4: Agua y vaso. T: <i>You are right! Llenamos el vaso de agua , we measured its volume, and we covered it with a napkin. Y luego, what did I do?</i>

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Analyzing Language Use in the Dual Language Classroom			
Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Translation	Not much. Students wait for the language that is easiest for them.	It may help students develop receptive language, but not productive language in both.. No apparent focus on language goals or language complexity.	There is no use of sensory, graphic, and interactive supports.
2 Flip-flopping Code-switching	It reaffirms how students already use language, but does not necessarily help students further develop each of their languages.	Language does not seem to be used strategically to teach language forms or complexity.	Newcomers and students at language proficiency levels 1-3 or 1-4 would struggle to keep up with what the teacher is saying. No apparent use of supports.
3. Name:			
3 Name:			

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“Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other.

These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet the exigencies of communication with monolinguals.”

Hesson, S., Seltzer, K., Woodley, H., (2014) [Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators](#). CUNY-NYSIEB, The Graduate Center, the city University of New York.

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Scenariio 3: Spanish instruction		Scenariio 4: Spanish instruction	
M:	Ayer aprendimos que el aire pesa. Y ¿qué aprendimos acerca del aire y el espacio?	M:	Ayer aprendimos que el aire pesa. Y ¿qué aprendimos acerca del aire y el espacio?
E1:	...that air takes up space.	E1:	...that air takes up space.
M:	¡Sí! ¿Me lo puedes decir en español? Usa las imágenes, las frases claves y el banco de palabras	M:	Sí. Dijimos que el aire ocupa espacio. ¿Qué más aprendimos?
E1:	(Mira hacia el pizarrón). El aire (pausa) ocupa espacio.	E2:	We filled a paper cup with water and measured its volume.
M:	Excelente. ¿Usamos algo más que el vaso? Habla con tu pareja y usa las imágenes y el banco de palabras.	M:	Muy bien. Es cierto. Y luego hicimos una cosa más. ¿Quién se acuerda?
E2 y E3:	(Hablando juntos) Sí, luego usamos una servilleta.	E3:	We covered the paper cup with a napkin.
E4 and E5:	And we... (E5 le dice a E4 que deben hablar en español) medimos el vaso's volume.		
M:	Muy bien. Se acuerdan de nuestro cartel metalingüístico donde comparamos posesión en inglés y en español: (Casa de mi abuela / Grandmother's house). ¿Lo puedes usar aquí?		
E4 y E5:	Sí. Medimos el volumen del vaso.		
M:	Exactamente. Medimos el volumen. Usaron muy bien nuestro cartel metalingüístico. En inglés, usamos 's para demostrar posesión, pero no en español. En español, decimos "_____ de _____".		

26

Analyzing Language Use in the Dual Language Classroom			
Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Translation	Not much. Students wait for the language that is easiest for them.	It may help students develop receptive language, but not productive language in both.. No apparent focus on language goals or language complexity.	There is no use of sensory, graphic, and interactive supports.
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3. Strategic use of language	Students are developing the non-English language in L, S, R, W. They are expected to use the non-English language.	All students can use the language of instruction because of the language supports that are provided.	The strategic use of marking the language, language supports based on student language levels, partnerships, and consistent use of the language supports meet the needs of diverse language learners.
3 Name:			

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Scenario 3: Spanish instruction		Scenario 4: Spanish instruction	
M:	Ayer aprendimos que el aire pesa. Y ¿qué aprendimos acerca del aire y el espacio?	M	Ayer aprendimos que el aire pesa. Y ¿qué aprendimos acerca del aire y el espacio?
E1:	...that air takes up space.	E1:	...that air takes up space.
M:	¡Sí! ¿Me lo puedes decir en español? Usa las imágenes las frases claves y el banco de palabras	M	Sí. Dijimos que el aire ocupa espacio. ¿Qué más aprendimos?
E1:	(Mira hacia el pizarrón). El aire (pausa) ocupa espacio.	E2:	We filled a paper cup with water and measured its volume.
M:	Excelente. ¿Usamos algo más que el vaso? Habla con tu pareja y usa las imágenes y el banco de palabras.	M	Muy bien. Es cierto. Y luego hicimos una cosa más. ¿Quién se acuerda?
E2 y E3:	(Hablando juntos) Sí, luego usamos una servilleta.	E3:	We covered the paper cup with a napkin.
E4 and E5:	And we... (E5 le dice a E4 que deben hablar en español medimos el vaso's volume.		
M:	Muy bien. Se acuerdan de nuestro cartel metalingüístico donde comparamos posesión en inglés y en español: (Casa de mi abuela / Grandmother's house). ¿Lo puedes usar aquí?		
E4 y E5:	Sí. Medimos el volumen del vaso.		
M:	Exactamente. Medimos el volumen. Usaron muy bien nuestro cartel metalingüístico. En inglés, usamos 's para demostrar posesión, pero no en español. En español, decimos " _____ de _____".		

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3. Strategic use of language	Students are developing the non-English language in L, S, R, W. They are expected to use the non-English language.	All students can use the language of instruction because of the language supports that are provided.	The strategic use of marking the language, language supports based on student language levels, partnerships, and consistent use of the language support all students.
3 Teacher stays in Spanish, students respond in English.	They develop receptive language but not necessarily productive language. This impedes their attainment of all 3 pillars.		There is no use of language scaffolding nor sensory, graphic, and interactive

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Language Expectations: Teachers

- During Spanish (non-English instruction) instruction, the teacher stays in Spanish
- The teacher uses a physical object to “mark” the language of instruction
- The teacher expects student to use Spanish through the use of language supports and high-leverage biliteracy strategies
- If students use English during Spanish instruction, the teacher can:
 - Ask students to use Spanish
 - Ask students to get help from their partner
 - Accept student use of English
- The more English students use, the more language teaching scaffolds students need!

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Language Use in DL has evolved over time



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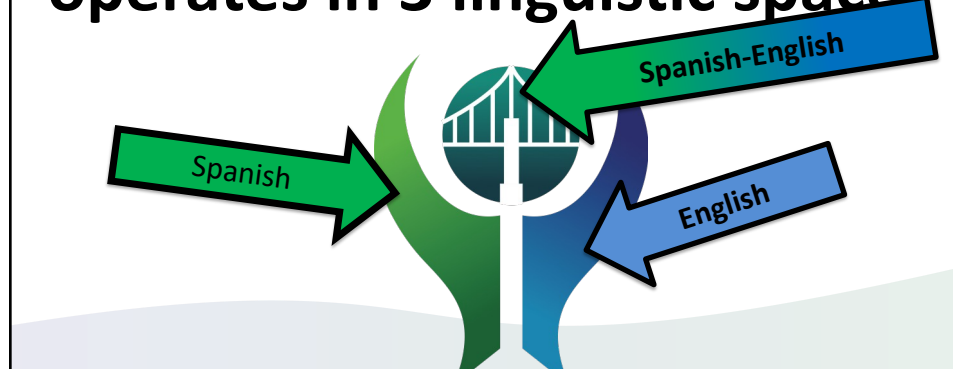
32

Language Use in DL has evolved over time

Time period	Context	Language Use in the DL Classroom
1970's, 1980's & 1990's	- Most bilinguals were sequential bilinguals - Research used was research on sequential bilinguals and sequential literacy (monoliteracy instead of biliteracy)	Strict separation of language Spanish and English were never side by side
Early 2000's and 2010's	- Demographic shift in the country - Simultaneous bilinguals become the majority of ELs - Research on simultaneous bilinguals shifts program design and entrance criteria	Strategic separation of language <u>Teaching for Biliteracy – The Bridge</u> 2013 (and “bridging”) K-12 Accept student use of two languages Spanish in the US – Potowski

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...A fully developed bilingual operates in 3 linguistic spaces



...identifies as bilingual, who can make metalinguistic decisions.

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Language Use in DL has evolved over time

Time period	Context	Language Use in the DL Classroom
1970's, 1980's & 1990's	- Most bilinguals were sequential bilinguals - Research used was research on sequential bilinguals and sequential literacy (monoliteracy instead of biliteracy)	Strict separation of language Spanish and English were never side by side
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2010's and early 2020's	Research on translanguageing is widely available More acceptance of dual language programs nation-wide	<u>Translanguageing book (2017)</u> 4th grade – 12th grade Accept and leverage student use of two

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Sample Language Expectations from other schools

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1. Use Both Languages with Purpose
We value both languages equally – Spanish and English help us think, learn, and connect.

1. Utiliza Ambos Idiomas con un Propósito
Valoramos ambos idiomas por igual: el español y el inglés nos ayudan a pensar, aprender y conectar.

2. Be a Language Risk-Taker
It's okay to make mistakes when speaking or writing in a new language.
Celebrate effort and growth, not just perfection.

2. Arriesgate y sé Valiente con los Idiomas
Es normal cometer errores al hablar o escribir en un idioma nuevo.
Celebra el esfuerzo y el crecimiento, no solo la perfección.

3. Help Each Other Grow as Bilinguals
Say, "Do you want help?" before correcting.
Encourage others to use both languages – we're all language learners.

3. Ayúdense Mutuamente a Crecer como Bilingües
Di, "¿Quieres ayuda?" antes de corregir.
Anima a los demás a usar ambos idiomas; todos estamos aprendiendo idiomas.

4. Use Academic Language
Build complete sentences and explain your thinking.
Use sentence stems to share ideas.
"Another perspective is..." / "Otra perspectiva es..."

4. Utilice un Lenguaje Académico
Construye oraciones completas y explica tu razonamiento.
"Another perspective is..." / "Otra perspectiva es..."

5. Respect All Languages and Cultures
Listen when others speak in either language.
Value everyone's accent and word choices – they show where we come from.
Never mock or laugh at language mistakes.

5. Respetar Todos los Idiomas y Culturas
Escucha cuando otros hablen en cualquiera de los dos idiomas.
Valoramos el acento y la forma de hablar de cada persona; reflejan de dónde venimos.
Nunca te burles ni te rías de los errores lingüísticos.

6. Ask Questions to Learn More
"Can you explain that in another way?"
Be curious about how language works.

6. Haz Preguntas para Aprender Más
"¿Cómo se dice eso en inglés/español?"
Siente curiosidad por cómo funciona el lenguaje.

Always keep in mind that learning a language is a journey. It's a path filled with discovery, growth, and cultural exchange. Embrace the challenges and celebrate the small victories along the way.
Recuerda siempre que aprender un idioma es un viaje. Es un camino lleno de descubrimientos, crecimiento e intercambio cultural. Acepta los retos y celebra los pequeños logros a lo largo del camino.



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Expectativas de lenguaje

Durante el tiempo de español en la clase, nosotros:

- ★ Hablamos en español con nuestros amigos y maestros.
- ★ Tratamos de no cambiar de idioma.
- ★ Pedimos ayuda a un amigo experto en el idioma español.
- ★ Hablamos, escuchamos, leemos y escribimos en español.

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ENGLISH

Language Expectations 🖐️

During English Time in Our Class, We:

- ★ Try to speak only in English.
- ★ Listen, speak, read and write in English.
- ★ Ask a classmate who is an English expert for help when needed.

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Español

Expectativas de lenguaje 🖐️

Durante el tiempo de español en la clase, nosotros:

- ★ Hablamos en español con nuestros amigos y maestros.
- ★ Tratamos de no cambiar de idioma.
- ★ Pedimos ayuda a un amigo experto en el idioma español.
- ★ Hablamos, escuchamos, leemos y escribimos en español.



ENGLISH

Language Expectations 🖐️

During English Time in Our Class, We:

- ★ Try to speak only in English.
- ★ Listen, speak, read and write in English.
- ★ Ask a classmate who is an English expert for help when needed.

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Your language expectations

- Do you have language expectations? If not, what would they be?
- How could you include your students in creating and using language expectations?
- How would you hold yourself and your students accountable to using the language expectations?
- What would you hope to achieve through these language expectations?

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Agenda:

- ✓ Sample Instruction Parts 2 & 3
- ✓ Debrief Sample Instruction
- ✓ Teacher and Student Language Use
- ✓ The Multilingual Perspective of Language
 - **Defining Biliteracy**
 - Closure

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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.	

Page 14



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Agree-Disagree Chart Individual Work (page 15)

- Read every statement
- Decide if you Agree or Disagree (no in-between)
- Think about how you define literacy
- Think about how your district defines literacy

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Brain Research (How the Brain best Learns)

- Experience sculpts the brain.
- “If it doesn’t make sense, the brain won’t store it.”
- Learning must take place in a safe environment.
- Learning is two-fold: rote (repetitive) and declarative (critical thinking).
- Movement is critical for the brain. Get up and move!

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Strategy: Stand and Pair

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What is literacy?

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.



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



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El shuco

El patojo estaba a punto de comprar un shuco cuando se apareció su prima que es muy shute. En ese momento cambió de opinión y decidió no comprar el shuco.

-Mejor compro el güisquil y el perulero para el pepián – se dijo.

- ¿Cuántas sílabas tiene “shuco” y “shute”?
- ¿Por qué no se compró el shuco?
- Dibuja al patojo, el shuco, y la prima shute

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Language Comprehension

Unconstrained (entire life)

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

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Word Recognition

Constrained K-2

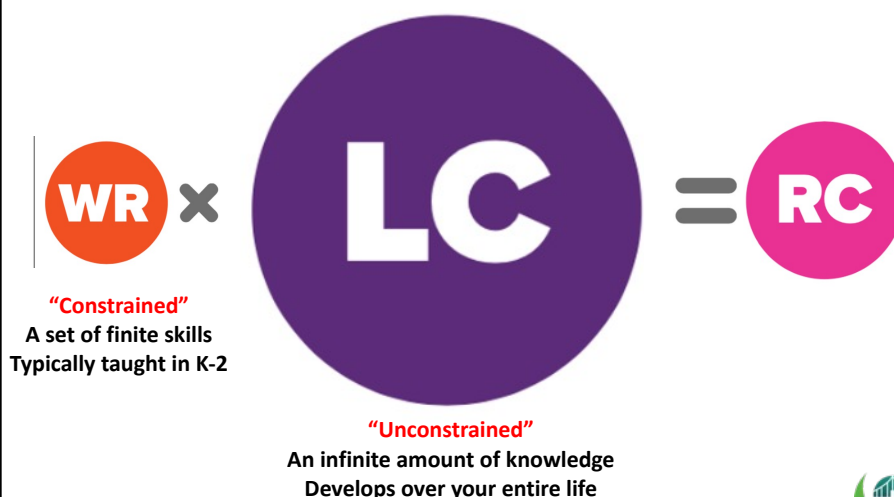
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

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Simple View of Reading



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The diagram features a large red square frame. Inside the frame, on the left, is a smaller white square containing a purple circle with the letters 'LC' in white. To the left of this square is an orange circle with the letters 'WR' in white. To the right of the 'LC' square is a light orange rectangular box containing the text: 'Developing Bilinguals need instruction that develops their Language Comprehension first.' Below the 'LC' square, within the red frame, is the text: '"Unconstrained" An infinite amount of knowledge Develops over your entire life'. To the left of the 'WR' circle, outside the red frame, is the text: '"Constrained" A set of finite Typically to'. In the bottom right corner of the diagram is a logo featuring a green and blue stylized figure holding a book.

55

Turn and Talk:

- In other words, literacy _____.
- For language learners, we need to _____ so that they can _____.

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El shuco

El **patojo** estaba a punto de comprar un **shuco** cuando se apareció su prima que es muy **shute**. En ese momento cambió de opinión y decidió no comprar el **shuco**.

-Mejor compro el **güisquil** y el **perulero** para el pepián – se dijo.

- ¿Cuántas sílabas tiene “shuco” y “shute”?
- ¿Por qué no se compró el shuco?
- Dibuja al patojo, el shuco, y la prima shute

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El patojo



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58

Un shuco



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60

Una prima muy shute



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El güisquil y el perulero



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El shuco

El **patojo** estaba a punto de comprar un **shuco** cuando se apareció su prima que es muy **shute**. En ese momento cambió de opinión y decidió no comprar el **shuco**.

-Mejor compro el **güisquil** y el **perulero** para el pepián – se dijo.

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- Dibuja al patojo, el shuco, y la prima shute

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All the words are correct

- Shuco: **Hot dog** or dirty (from Mayan)
- Shute: **Nosy**, or “metiche” in México
- Patojo: Muchacho or **adolescent**

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65

Sally

What is the text about?

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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.

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**Background
Knowledge:**
**Sally is trying to get rid
of her neighbors.**

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Talk to Your Partner:



- The “chumpa” and “Sally” experiences helped us understand that _____.
- To avoid our students feeling like we did, our instruction should _____.

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Word Recognition

<u>urodjenik</u>	<u>nenormalan</u>	<u>nepogodan</u>
<u>učenik</u>	<u>nepostovanje</u>	<u>nevredan</u>
<u>zatvorenik</u>	<u>optuženik</u>	

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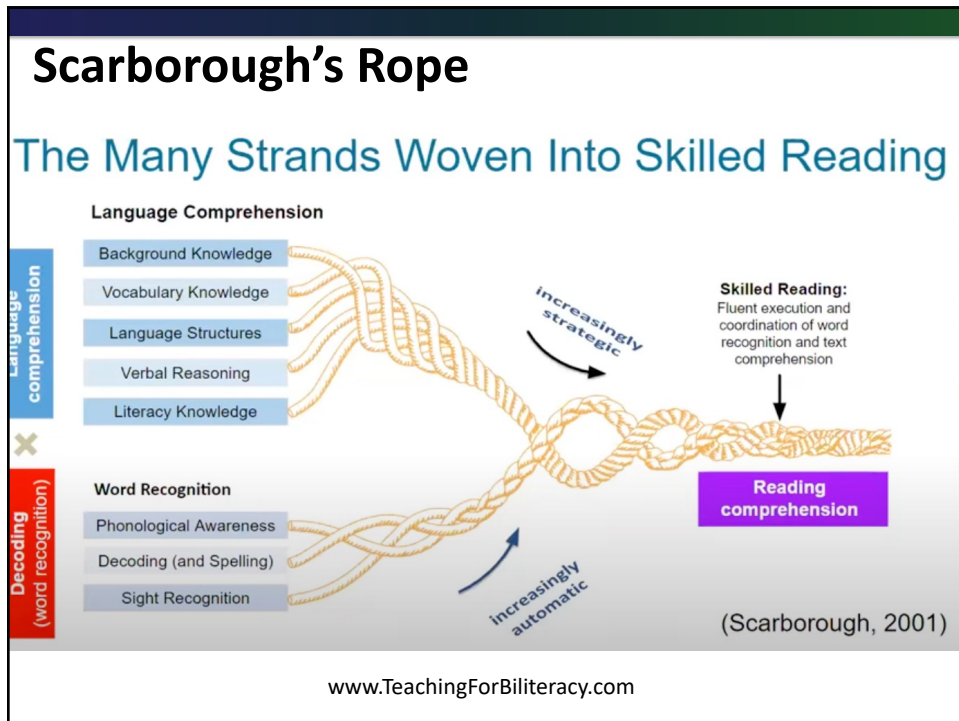


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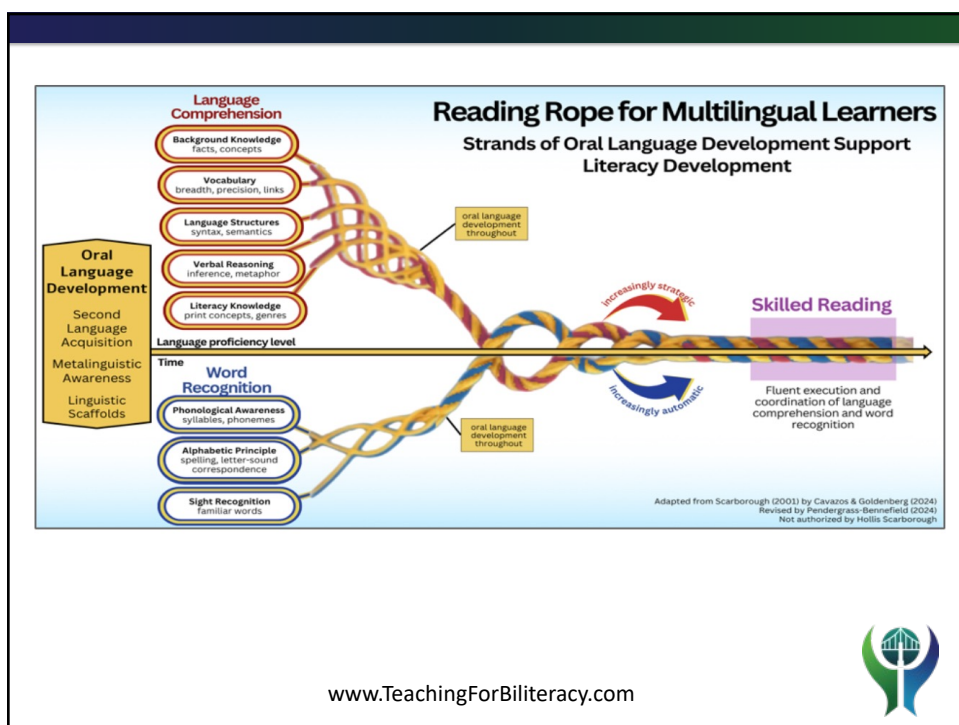
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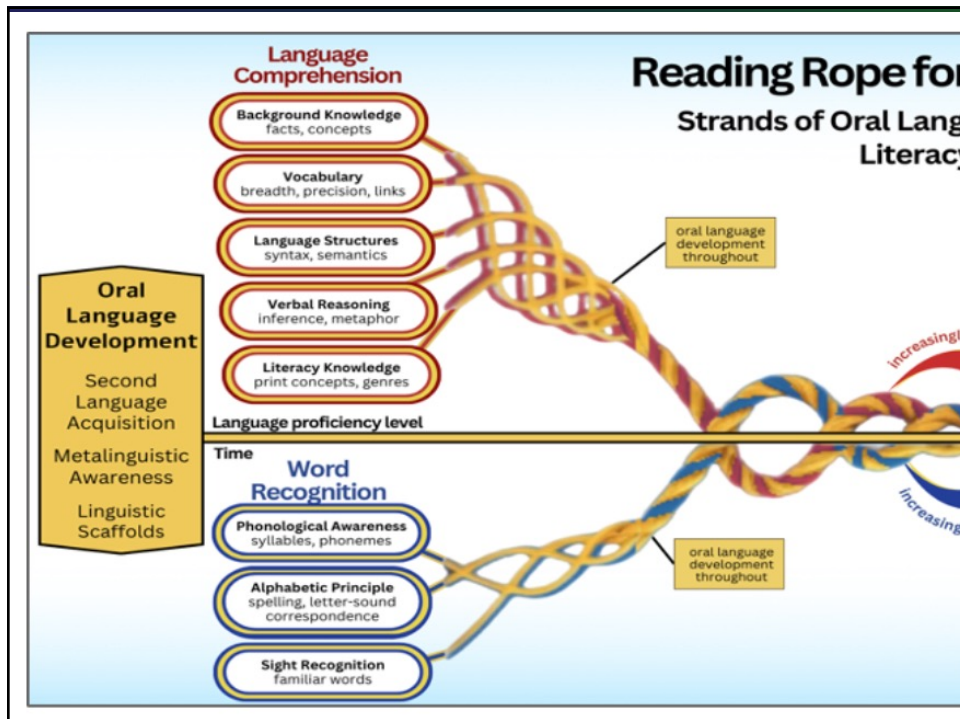
72



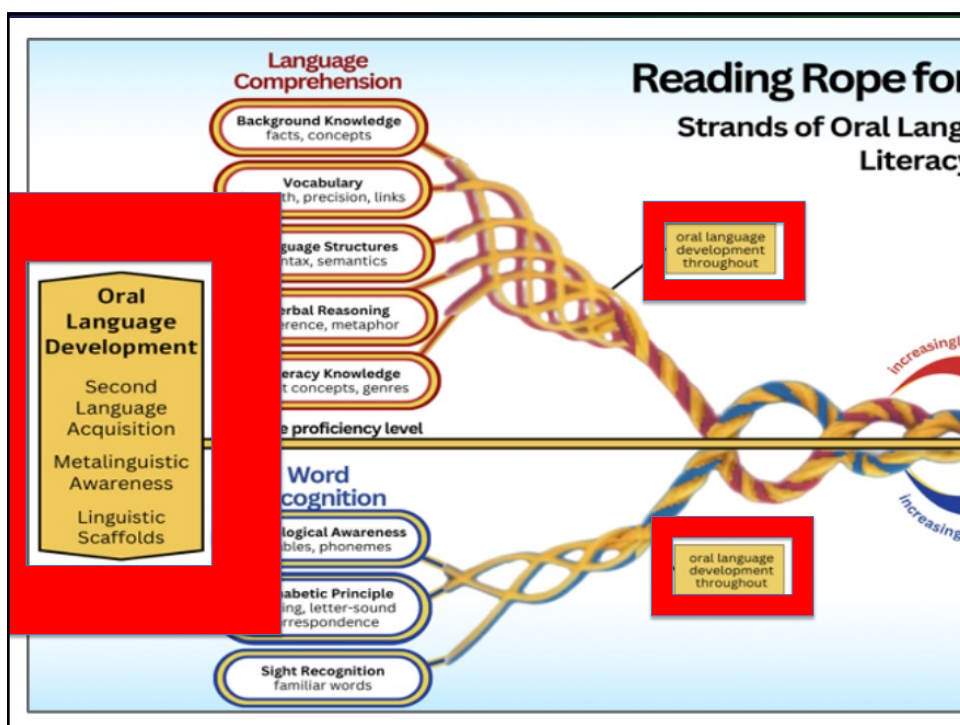
73



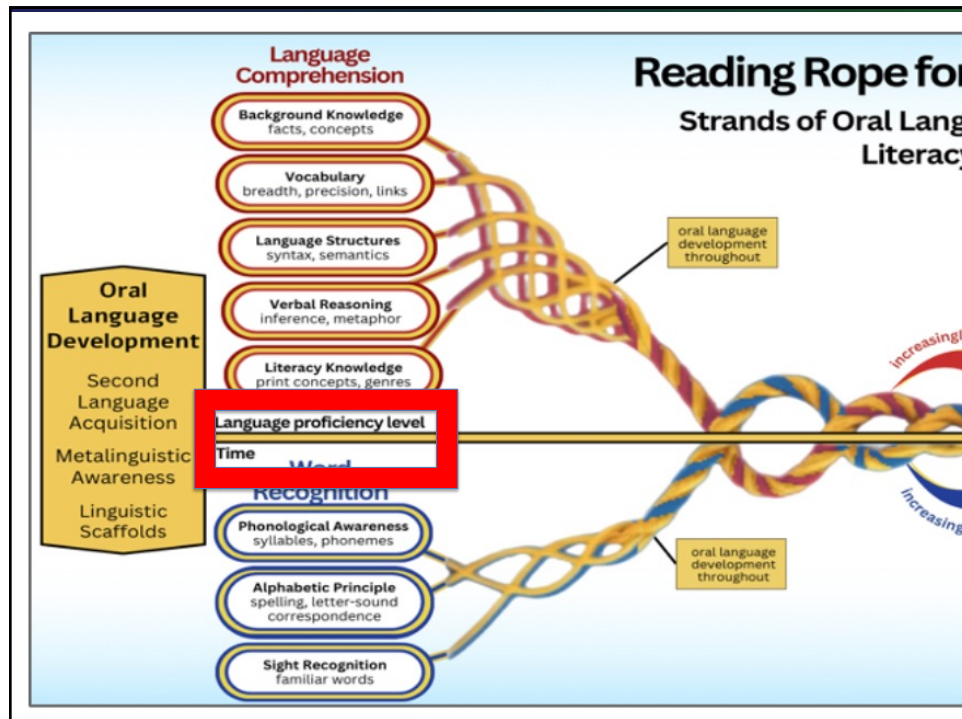
74



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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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What is **biliteracy**? Comprehensive literacy in each language

- | | |
|--|--|
| <ul style="list-style-type: none"> . Oral language . Foundational Skills <ul style="list-style-type: none"> ◦ Phoneme awareness ◦ Phonics ◦ Decoding ◦ Encoding . Language Comprehension <ul style="list-style-type: none"> ◦ Vocabulary ◦ Background Knowledge ◦ Syntax ◦ Semantics | <ul style="list-style-type: none"> . Language <ul style="list-style-type: none"> ◦ Phonology ◦ Morphology ◦ Grammar ◦ Spelling conventions . Reading comprehension . Writing <ul style="list-style-type: none"> ◦ Handwriting ◦ Spelling ◦ Grammar ◦ Composition |
|--|--|

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Unit Theme: • Early Learning Standards • Spanish Language Development Standards • Content and Literacy Big Ideas			Formative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity to initiate the theme/unit • Vocabulary Development – naturally introduced as part of the experience			
Whole Group activity: Read Alouds, Shared Writing, • Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)			
Centers: Guided Play (changes based on the theme): • Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc. • Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) • Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.			
Bridge – Transfer • Illustration • Side by Side or • Así se dice			
Bridge – Transfer Practice Listening, Speaking, Reading, and Writing in the other language. Focus on language.			Bridge: Contrastive Analysis Examples: distinguishing between Spanish and English, comparing names and cognates in Spanish and English. While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

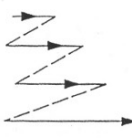
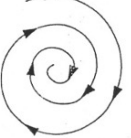
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Unit Theme: • Early Learning Standards • Spanish Language Development Standards • Content and Literacy Big Ideas			Language, Content and Literacy Outcomes Formative Assessments Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity to initiate the theme/unit • Vocabulary Development – naturally introduced as part of the experience			Formative Assessment
Whole Group activity: Read Alouds, Shared Writing, • Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)			
Centers: Guided Play (changes based on the theme): • Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc. • Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) • Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.			
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer Practice Listening, Speaking, Reading, and Writing in the other language focused on language.	Bridge: Contrastive Analysis Examples: distinguishing between Spanish and English, comparing names and cognates in Spanish and English. While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	

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Discourse styles

<i>English</i>	<i>Semitic</i>	<i>Asian</i>	<i>Romance</i>	<i>Russian</i>
				
“...linear, tolerating little deviation from one main path of expository development.”	“...use parallel restatements of an idea to develop it.”	“...spiral in around a thesis, avoiding a head on attack as too direct.”	“...proceed to a point via digressive zigzags that, to English speakers, seem extraneous and confusing.”	“...do likewise [as Spanish], but with complex mega-sentences.”

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

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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.	Disagree
2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.	Agree
3. Without language comprehension, students cannot have reading comprehension.	Agree
4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension	Disagree
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.	Agree
6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.	Disagree
7. Word recognition is an essential component of reading comprehension, but not the only component.	Agree
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.	Disagree
9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).	Agree
10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.	Disagree
11. Oracy and background knowledge are crucial elements in reading comprehension.	Agree
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.	Agree

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Individual Reflection	
Agenda Item	List your "take-aways"
Goal and pillars of Dual Language Programs	
Students who participate in dual language programs	
Defining Biliteracy	
The Biliteracy Unit Framework (BUF)	
Student Language Proficiency Levels	

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