

Reflection on Goals



May 4, 2026

Sheridan Way, VUSD

Karen Beeman

Center for Teaching for Biliteracy

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Agenda:

- Welcome
- Review of the goals from March
- Sharing
- Reflection

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Next Steps

- “Homework” between now and May:
 - Create the **3 linguistic spaces** in your classroom, reflecting the language and content allocation plan for your grade level. Mark the language of instruction. Bring photos in May
 - Using your grade level CAN Dos, **collect data on the English language proficiency AND Spanish language proficiency** of 3 students: low, middle and high. Please bring writing samples in May for each student, in each language, no copying. When capturing this data, be sure instruction includes a meaningful frame and the sensory graphic and interactive supports .

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- “Homework” between now and May:
 - Implement the **strategies** we used this week, making sure they include **sensory, graphic, and interactive supports**.
 - **PK-2:** Practice teaching a unit in **English** where all the elements of literacy are present (oracy, background knowledge, reading, writing, and foundational skills). Use **standards and outcomes** to guide this work
 - **3-5:** Use **standards and outcomes** to frame your instruction as you implement the strategies and supports. In grades 3 and 4, practice teaching a unit in **Spanish** in preparation for implementing the language and content allocation plan (oracy, background knowledge, reading, writing, and foundational skills). Grade 5, plan instruction using standards and outcomes.

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Overall Reflection: Numbered Heads Together

- Which of the goals was easiest, and why?
- Which of the goals was hardest, and why?
- Which of the goals allowed you to get to know your students better? What information did you learn? How did that knowledge impact your teaching?

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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 TKK 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.

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TK-2nd: Instructional Look Fors

How do we meet the goals of DL?

- 3 ling. spaces
- Supports: Sensory, graphic & interactive for oracy + BK dev.
- Comp. lit. in both lang. daily
- Rigorous, standards-based
- Culturally-responsive curr.

- multisensory - graphic + interactive
- assessment (formative) ^{multiple ways} _{L, S, R, W, I}
- differentiated based on lang.
- active hands-on learners
- student ownership
- high engagement

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3rd-5th: Instructional Look Fors

PH

What should instruction look like in DL?

- 3 linguistic spaces
- Remain in lang. of instruction
- Standards-based
- Daily instr. (literacy) in both languages
- lang. supports: sensory, graphic & interactive supports
- active student participation, student-centered / high engagement
- assessment
- supporting + challenging

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The 3 Linguistic Spaces

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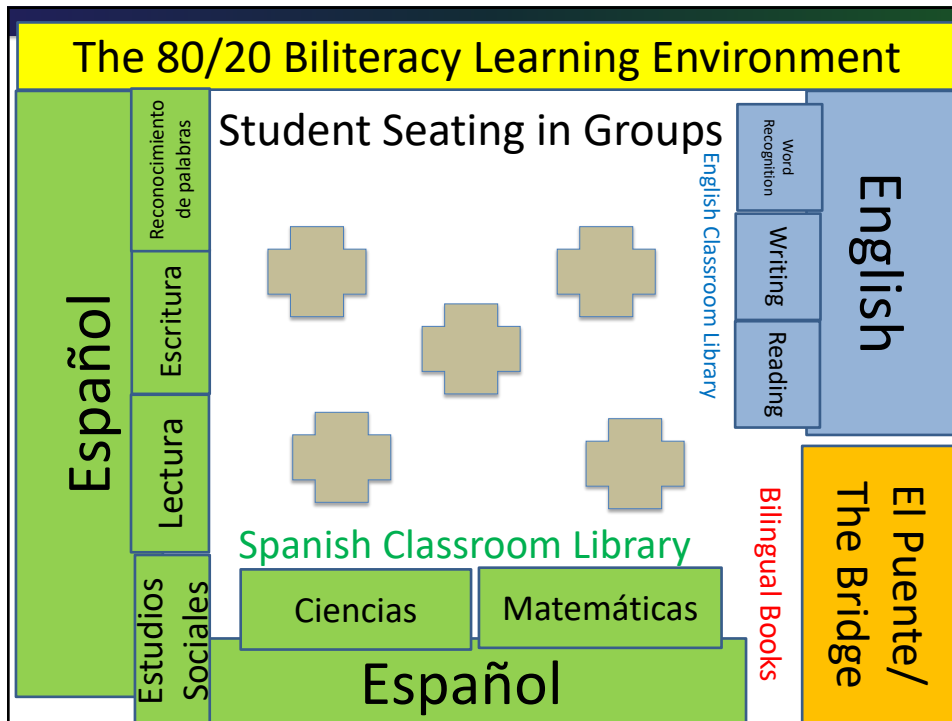
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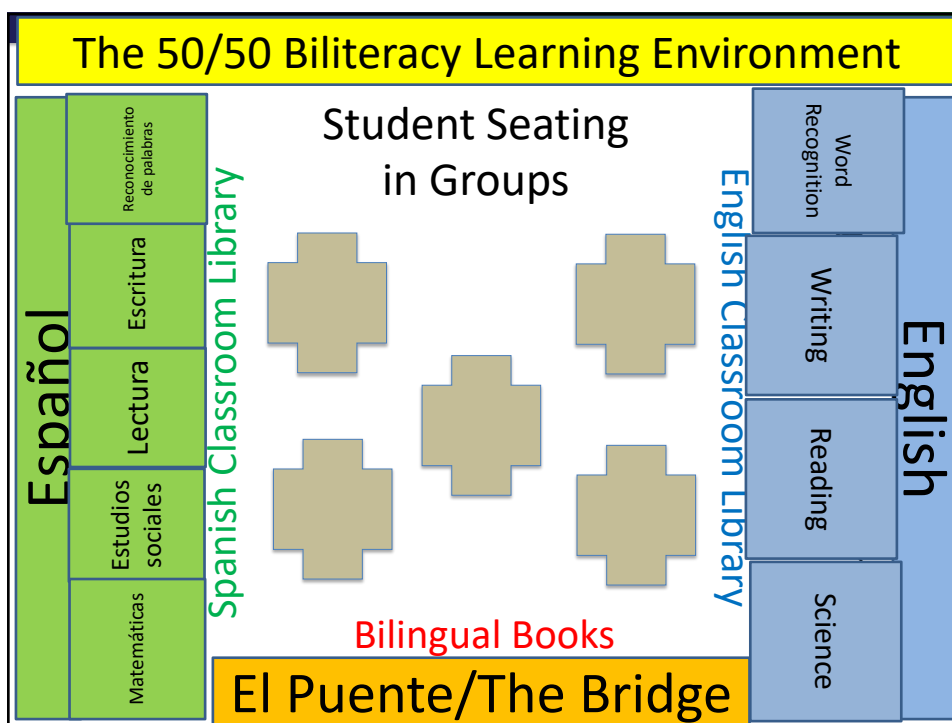
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VUSD Department of Education: <https://www2.ed.gov/documents/early-learning/early-and-second-language.pdf>

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Where am I in my implementation of 3 Linguistic Spaces?

Practice	Minimal Implementation	Partial Implementation	Consistent Implementation	Full Implementation
3 Linguistic Spaces - A strategic plan for use and display of Spanish, The Bridge and English	Use of visual indicators like blue/green beads, scarves, conversation chips, blue/green sections/walls/posters in classroom in some designated spaces for some activities. Transition songs or chants in some spaces for some activities. Some materials (library books, curriculum, signs, flyers, etc.) provide Spanish, English resources or both.	Use of visual indicators like blue/green beads, scarves, conversation chips, blue/green sections/walls/posters throughout the day, throughout designated classroom areas for most activities. Transition songs or chants throughout the day in classroom. Most materials (library books, curriculum, signs, flyers, etc.) provide quality resources in Spanish and English or both.	Use of visual indicators like blue/green beads, scarves, conversation chips, blue/green sections/walls/posters throughout the day in designated classroom areas and most school spaces for most activities. Transition songs or chants throughout the day in all spaces. All materials (library books, curriculum, signs, flyers, etc.) provide quality resources in Spanish and English or both.	Use of visual indicators like blue/green beads, scarves, conversation chips, blue/green sections/walls/posters throughout the day in all spaces: designated classroom areas, library, cafe, assemblies, etc. and community actively refer to and use supports to engage in all three spaces. Transition songs or chants throughout the day in all spaces, some student-led. All materials (library books, curriculum, signs, flyers, etc.) provide quality, up-to-date resources in Spanish and English or both.

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Spanish Wall	The Bridge	English Wall
Teacher maintains Spanish	Pre-planned at the end of the unit where instruction was conducted in one language.	Teacher maintains English
Students maintain Spanish	Both languages are used strategically	Students maintain English
Materials, instruction, and classroom assessment in Spanish	The bridge has two purposes and two charts	Materials, instruction, and classroom assessment in English
Literacy instruction in Spanish	transfer	Literacy instruction in English
Content in Spanish all year	contrastive analysis	Content in English all year



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3 LINGUISTIC SPACES

Action Step

What steps do I need to take to clearly define and display Spanish, Bridge, and English spaces?	What steps can I take to strengthen the use of bilingual resources in my classroom?
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Illustration (Individually)

- Illustrate what your classroom looked like before the implementation of the 3 linguistic spaces.
- Illustrate what your classroom looks like now.
- Be prepared to share:
 - How you introduced the 3 linguistic spaces to your students.
 - How were the students involved in creating and using the anchor charts in each linguistic space?
 - How have the linguistic spaces impacted student learning? What specifically have you noticed?

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Characteristics of Effective Use of the Three Linguistic Spaces				
Characteristic	Not there yet	In Progress	Met	Notes
Represent what the students are learning in each language.				
Reflect your grade level language and content allocation plan.				
Students participate actively in co-creating the anchor charts in each space so that they use them as they listen, speak, read, and write in each language (developmentally appropriate).				
Strategically store and add charts throughout the year: - Some charts stay up all year long - Other charts that are specific to a unit and are no longer needed, are stored where students can find them.				
The linguistic spaces are referred to and used during instruction and as often as needed.				
For language arts, each component of comprehensive literacy is represented in each language: - Development of oracy and background knowledge (embedded in all areas) - Content if appropriate - Reading - Writing - Foundational Skills				

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Ventura Unified Dual Language Content and Allocation Plan			
	SPANISH	Bridge at End of Every Unit	ENGLISH
TK - 80/20	80% - Ca Early Learning Standards taught in integrated units	Content Bridge Spanish to English Content Bridge English to Spanish	20% - Ca Early Learning Standards taught in integrated units
Kinder - 80/20	80% - Language Arts Science Social Studies Math	Spanish to English Content and Contrastive Analysis Bridge: Language Arts, Science, Social Studies, Math English to Spanish Content and Contrastive Analysis Bridge: Universal Theme	20% - English Language Arts using a Universal Theme (SEL, Health, other)
First - 70/30	70% - Language Arts Science Math	Spanish to English Content and Contrastive Analysis Bridges: Math, Science, Language Arts	30% - Language Arts Social Studies Health/SEL
Second - 60/40	60% - Language Arts Science Math	English to Spanish Content and Contrastive Analysis Bridges: Language Arts, Social Studies, Health/SEL	40% - Language Arts Social Studies Health/SEL
Third - 50/50	50% - Language Arts Science	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	50% - Language Arts Social Studies Math Health/SEL
Fourth - 50/50	50% - Language Arts Science		50% - Language Arts Social Studies Math Health/SEL
Fifth - 50/50	50% - Language Arts Science		50% - Language Arts Social Studies Math Health/SEL
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.			





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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.



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

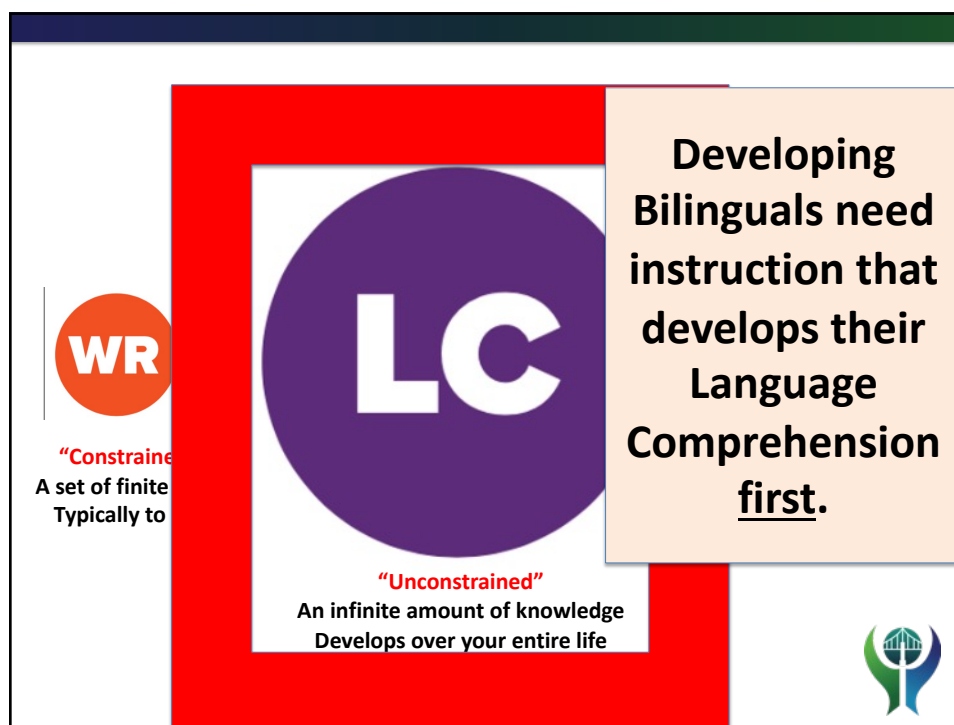


Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

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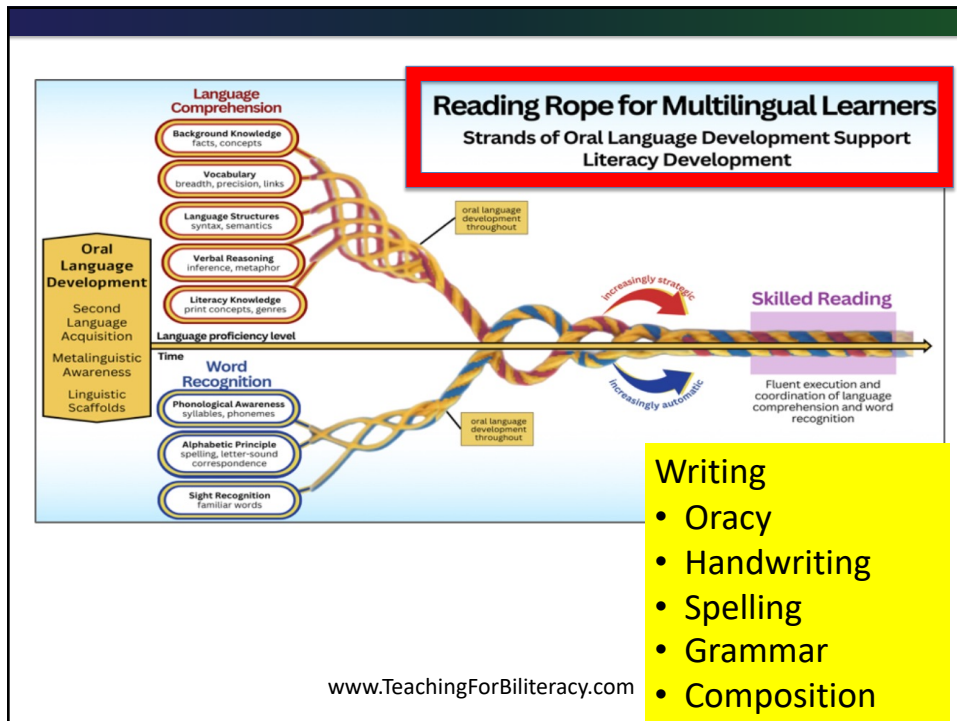
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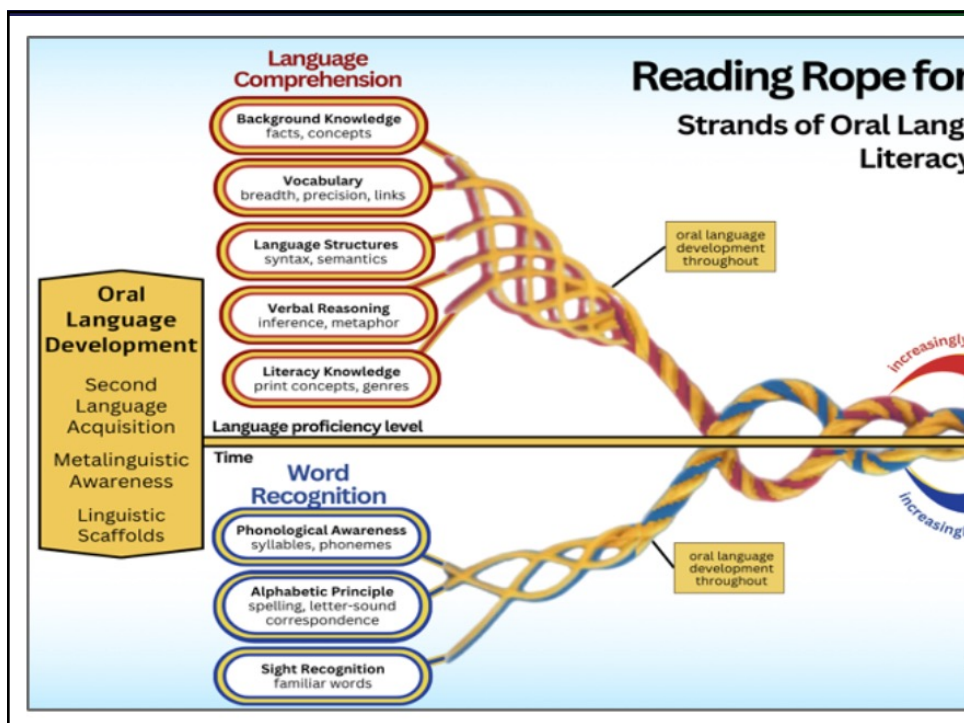
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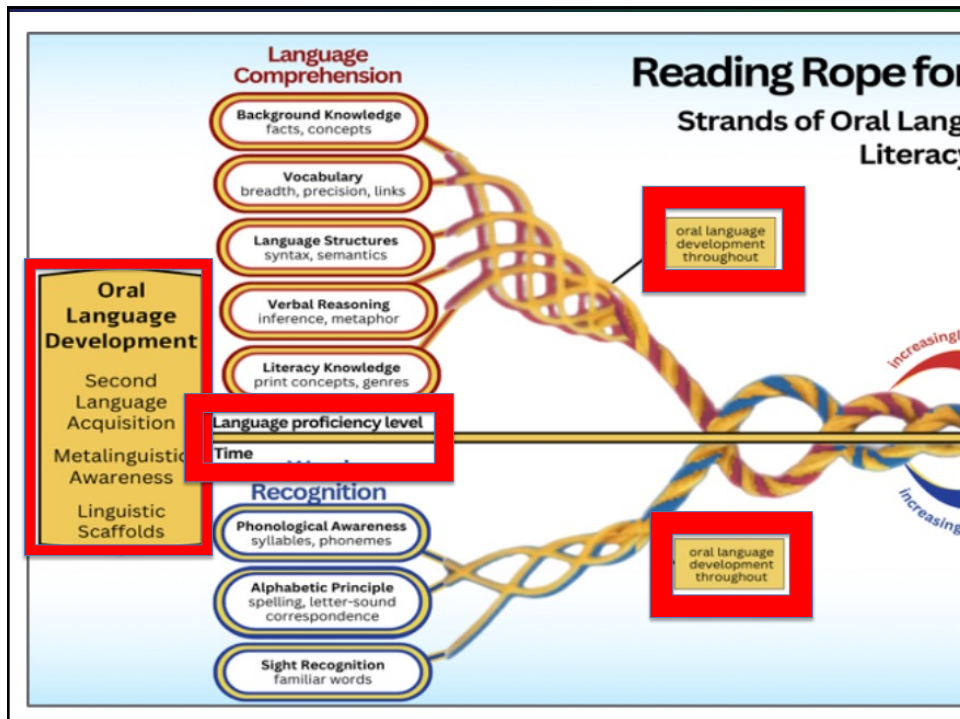
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Elements of Comprehensive Literacy

- **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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Elements of Comprehensive Literacy

- Oracy and Background Knowledge
Development at the beginning and throughout the unit
- Content (if integrating)
- Reading
- Writing
- Foundational Skills (Word Recognition)

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Biliteracy Unit Framework (BUF)			Formative Assessment
Unit Theme:			
• Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			
Building Oracy, Background Knowledge, and 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	Content Area Instruction		
• Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	• Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences		
Writing			
• Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.			
Foundational Skills Fluency (Word Study)			
• Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics			
Summative Assessment			
Bridge – Transfer	Bridge – Transfer and Practice:	Bridge: Contrastive Analysis	
• Illustration • Side by Side or • Así se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Phonology Morphology Syntax and grammar Pragmatics.	

Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Baltimore, MD: Brookes Publishing
Updated October 2023

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Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standard... • Content and Literacy Big Ideas • Summative Assessment			How does the Biliteracy Unit Framework reflect the simple view of reading and the reading rope, and how does it reflect language development?		
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.			Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences		
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					
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.	

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Elements of Comprehensive Literacy

- Oracy and Background Knowledge development at the beginning and throughout the unit
- Content (meaningful frame)
- Reading
- Writing
- Foundational Skills (Word Recognition)

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Elements of Comprehensive Literacy

- We are going to set up our three linguistic spaces using these categories**
- Oracy and Background Knowledge development at the beginning and throughout the unit
 - Content (meaningful frame)
 - Reading
 - Writing
 - Foundational Skills (Word Recognition)

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Collecting Language Proficiency Data: CAN Dos (Classroom-Based Formative Assessment)

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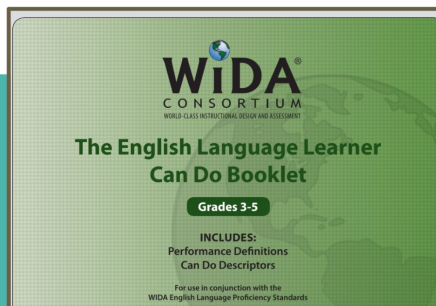
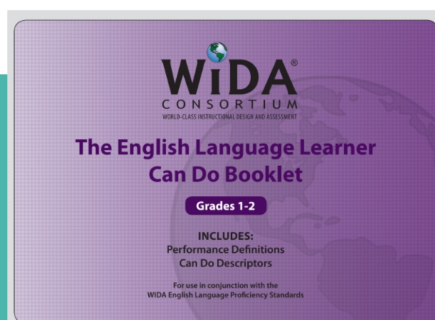
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Using WIDA CAN DO Descriptors



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LISTENING

Student Profile: Mateo
Grade Level: 2nd grade



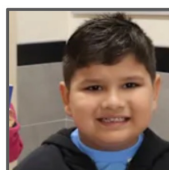
Activity Name: Plants

Mateo is listening to the teacher read a short story about how a plant grows while looking at pictures of a seed, sprout, and plant. As he listens, he puts the pictures in order. He follows the teacher's directions to first listen, then sequence the pictures, and finally check his work. Mateo can match what he hears to the correct pictures and shows he understands the sequence, but he still relies on the visuals and modeling to support his understanding.

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LISTENING

Student Profile: Alex R
Grade Level: 4th



Activity Name: The Water Cycle

Alex is listening to the teacher read a short story about the water cycle while looking at a set of pictures showing evaporation, clouds, rain, and rivers. As he listens, he arranges the pictures in the order of the story. He points to each picture and says a few words about what is happening. When asked a question about the story, Alex can tell the main idea of one part and explain the sequence of events using the pictures. He follows the teacher's instructions carefully and shows that he understands the story well enough to put the steps in order, but he still needs the pictures to help him explain everything clearly.

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Collaborative Analysis

Work with your team
to analyze:

- Writing Samples
- Reading Samples

Discuss:

- ☐ Please indicate your student levels
- ☐ What can students already do
- ☐ What support do they need next?

ENGLISH

Please indicate each student's current proficiency level. What can the student already do independently? What support does the student need next to continue progressing?

Student Name:	Listening	Speaking	Reading	Writing	NOTES

WIDA 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 indicated.

	Level 1 Beginning	Level 2 Developing	Level 3 Emerging	Level 4 Bridging	Level 5 Proficient
LISTENING	- Follow modeled, one-step oral directions. - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).
READING	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).	- Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture). - Identify one object or sound (e.g., in a picture).

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions are three levels of language proficiency: 1. vocabulary range and 3. language content to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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CAN DO Reflection Questions

- What were students doing when you collected the data? Describe the instructional context.
- Why is it important to collect language proficiency data? Why collect it in each language (**Spanish** and **English**)?
- What did you learn about your students when looking at the 2 languages side-by-side?
- How can language proficiency data be used for planning instruction?

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Emparejar lenguaje oral con objetos en el salón de clase y objetos diarios - Señalar dibujos mencionados de un contexto - Responder a instrucciones verbales con movimientos físicos - Encontrar personas familiares en lugares descritos verbalmente	- Clasificar dibujos u objetos siguiendo instrucciones verbales - Emparejar dibujos, objetos, o movimientos con instrucciones verbales - Seguir instrucciones verbales de un paso (ejemplo: párate, siéntate) - Identificar patrones/ pautas simples descritos/as verbalmente - Responder con gestos a canciones o cuentos modelados por el maestro	- Seguir instrucciones verbales de dos pasos un paso al tiempo - Hacer dibujos como respuesta a instrucciones verbales - Responder con movimientos físicos para confirmar o negar hechos (ejemplo: mover la cabeza para indicar sí o no) - Actuar canciones y cuentos con gestos	- Encontrar dibujos siguiendo descripciones verbales - Seguir instrucciones verbales y compararlas a visuales o modelos no verbales (ejemplo: "Dibuja un círculo debajo de la línea") - Distinguir entre lo que pasa antes o después en actividades verbales o cuentos - Actuar en respuesta a cuentos leídos en voz alta	- Ordenar dibujos de eventos de acuerdo a lenguaje secuencial - Organizar objetos o dibujos de acuerdo a discurso descriptivo - Identificar dibujos de descripciones verbales asociados con conceptos académicos de acuerdo al nivel escolar - Hacer patrones de objetos reales o dibujos basados en descripciones verbales detalladas	Nivel 6 - Alcanzando
HABLAR	- Identificar personas u objetos en cuentos cortos ilustrados - Repetir palabras, frases simples - Contestar preguntas de "sí o no" acerca de información personal - Nombrar objetos en el salón y objetos diarios	- Recontar algunos hechos de cuentos cortos ilustrados - Describir dibujos, objetos en el salón o personas familiares usando frases simples - Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) - Completar frases en rimas o canciones	- Recontar cuentos cortos narrados a través de dibujos - Repetir oraciones de rimas o cuentos con patrones - Hacer predicciones (ejemplo: "¿Qué pasará después?") - Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)	- Recontar cuentos narrativos a través de dibujos detallados - Cantar líricas repetitivas independientemente - Comparar atributos u objetos reales (ejemplo: tamaño, color, forma) - Indicar relación espacial de objetos reales usando frases u oraciones cortas	- Contar cuentos originales con detalles emergentes - Explicar situaciones (ejemplo: incluir sentimientos) - Ofrecer opiniones personales - Expresar con razones los gustos, disgustos, o preferencias	Nivel 6 - Alcanzando

TK-K Spanish Language Proficiency Levels

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Bridging	
LEER	- Emparejar íconos y símbolos con los dibujos que corresponden - Identificar el nombre escrito - Encontrar palabras y dibujos que emparejan - Encontrar objetos de vida real en el salón	- Emparejar ejemplos de la misma escritura - Distinguir entre diferentes tipos de escritura (ejemplo: letras y símbolos) - Demostrar conceptos de escritura (ejemplo: movimiento de izquierda a derecha, principio/fin o la parte de arriba/abajo de la página) - Emparejar dibujos etiquetados con los que están ilustrados	- Usar dibujos para identificar palabras - Clasificar visuales de acuerdo a etiquetas o íconos (ejemplo: animales versus plantas) - Demostrar conceptos de escritura (ejemplo: título, autor, ilustrador) - Clasificar dibujos etiquetados por atributo (ejemplo: número, inicial, sonido)	- Identificar algunas palabras con alta frecuencia en un contexto - Ordenar una serie de dibujos etiquetados descritos verbalmente para contar cuentos - Emparejar dibujos con frases/oraciones cortas - Clasificar dibujos etiquetados por dos atributos (ejemplo: tamaño y color)	- Encontrar vocabulario relacionado con la escuela - Diferenciar entre dos letras, palabras y oraciones - Junta palabras para hacer oraciones cortas - Indicar características de palabras, frases, u oraciones que son iguales y diferentes	
ESCRIBIR	- Dibujar y escribir garabatos - Circular o subrayar palabras, símbolos y números - Trazar figuras y letras - Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	- Conectar lenguaje oral con lo escrito - Reproducir letras, símbolos, y números siguiendo modelos en un contexto - Copiar íconos conocidos de la escritura en el medioambiente - Dibujar objetos siguiendo modelos y etiquetar con letras	- Comunicarse usando letras, símbolos, y números de un contexto - Hacer "cartas" ilustradas con combinaciones de letras - Hacer conexiones entre lo hablado y lo escrito - Reproducir palabras conocidas de ilustraciones etiquetadas	- Producir símbolos y letras que son asociados con dibujos - Dibujar y usar palabras para contar un cuento - Etiquetar personas y objetos conocidos de un modelo - Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	- Crear representaciones con contenidos académicos a través de dibujos y palabras - Hacer "libros de cuentos" con dibujos y palabras - Producir palabras/frases independientemente - Recontar experiencias de la vida diaria usando frases/oraciones cortas	

TK-K Spanish Language Proficiency Levels

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TK – K: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., "stand up"; "sit down") - Identify simple patterns described orally - Respond with gestures to songs, chants, or stories modeled by teachers	- Follow two-step oral directions, one step at a time - Draw pictures in response to oral instructions - Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) - Act out songs and stories using gestures	- Find pictures that match oral descriptions - Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") - Distinguish between what happens first and next in oral activities or readings - Role play in response to stories read aloud	- Order pictures of events according to sequential language - Arrange objects or pictures according to descriptive oral discourse - Identify pictures/realia associated with grade-level academic concepts from oral descriptions - Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., "Where is Sonia?") - Complete phrases in rhymes, songs, and chants	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g., "What will happen next?") - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons	

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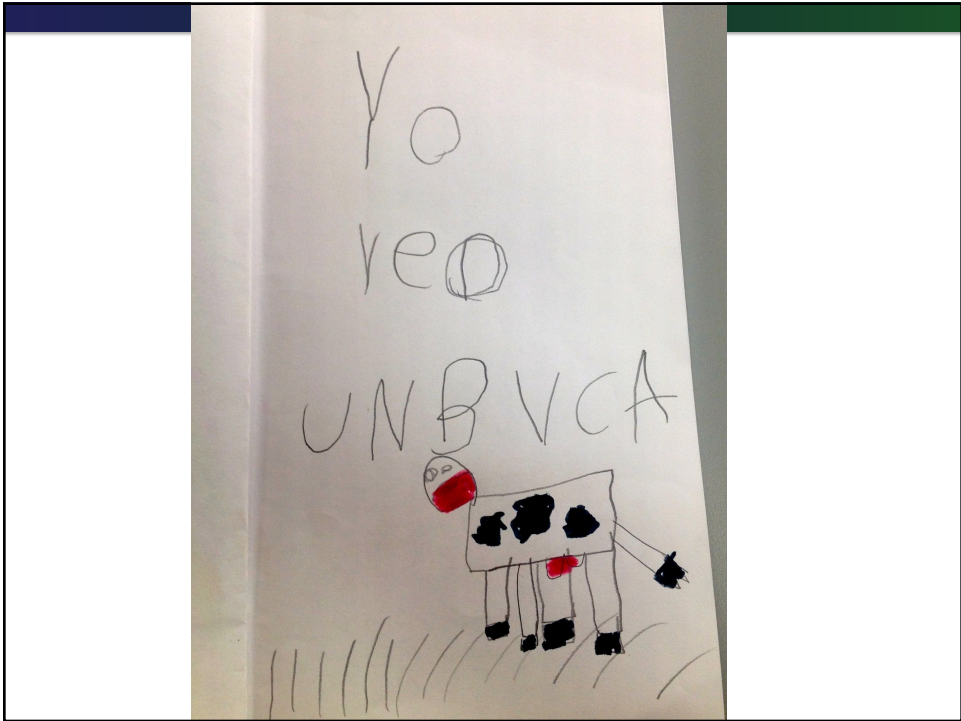
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TK – K: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match icons and symbols to corresponding pictures - Identify name in print - Find matching words or pictures - Find labeled real-life classroom objects	- Match examples of the same form of print - Distinguish between same and different forms of print (e.g., single letters and symbols) - Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) - Match labeled pictures to those in illustrated scenes	- Use pictures to identify words - Classify visuals according to labels or icons (e.g., animals v. plants) - Demonstrate concepts of print (e.g., title, author, illustrator) - Sort labeled pictures by attribute (e.g., number, initial sound)	- Identify some high-frequency words in context - Order a series of labeled pictures described orally to tell stories - Match pictures to phrases/short sentences - Classify labeled pictures by two attributes (e.g., size and color)	- Find school-related vocabulary items - Differentiate between letters, words, and sentences - String words together to make short sentences - Indicate features of words, phrases, or sentences that are the same and different	Level 6 - Reaching
WRITING	- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences	

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Victor – Escritura en español					
ESCRIBIR	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Level 5 Bridging
	- Dibujar y escribir garabatos - Circular o subrayar palabras, símbolos y números - Trazar figuras y letras - Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	- Conectar lenguaje oral con lo escrito - Reproducir letras, símbolos, y números siguiendo modelos en un contexto - Copiar íconos conocidos de la escritura en el medioambiente - Dibujar objetos siguiendo modelos y etiquetar con letras	- Comunicarse usando letras, símbolos, y números de un contexto - Hacer “cartas” ilustradas con combinaciones de letras - Hacer conexiones entre lo hablado y lo escrito - Reproducir palabras conocidas de ilustraciones etiquetadas	- Producir símbolos y letras que son asociados con dibujos - Dibujar y usar palabras para contar un cuento - Etiquetar personas y objetos conocidos de un modelo - Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	- Crear representaciones con contenidos académicos a través de dibujos y palabras - Hacer “libros de cuentos” con dibujos y palabras - Producir palabras/frases independientemente - Recontar experiencias de la vida diaria usando frases/oraciones cortas
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Victor – Escritura en español

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Level 5 Bridging
ESCRIBIR	- Dibujar y escribir garabatos - Circular o subrayar palabras, símbolos y números - Trazar figuras y letras - Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	- Conectar lenguaje oral con lo escrito - Reproducir letras, símbolos, y números siguiendo modelos en un contexto - Copiar íconos conocidos de la escritura en el medioambiente - Dibujar objetos siguiendo modelos y etiquetar con letras	- Comunicarse usando letras, símbolos, y números de un contexto - Hacer "cartas" ilustradas con combinaciones de letras - Hacer conexiones entre lo hablado y lo escrito - Reproducir palabras conocidas de ilustraciones etiquetadas	- Producir símbolos y letras que son asociados con dibujos - Dibujar y usar palabras para contar un cuento - Etiquetar personas y objetos conocidos de un modelo - Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	- Crear representaciones con contenidos académicos a través de dibujos y palabras - Hacer "libros de cuentos" con dibujos y palabras - Producir palabras/frases independientemente - Recontar experiencias de la vida diaria usando frases/oraciones cortas

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TK – K: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., "stand up"; "sit down") - Identify simple patterns described orally - Respond with gestures to songs, chants, or stories modeled by teachers	- Follow two-step oral directions, one step at a time - Draw pictures in response to oral instructions - Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) - Act out songs and stories using gestures	- Find pictures that match oral descriptions - Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") - Distinguish between what happens first and next in oral activities or readings - Role play in response to stories read aloud	- Order pictures of events according to sequential language - Arrange objects or pictures according to descriptive oral discourse - Identify pictures/realia associated with grade-level academic concepts from oral descriptions - Make patterns from real objects or pictures based on detailed oral descriptions
SPEAKING	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., "Where is Sonia?") - Complete phrases in rhymes, songs, and chants	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g., "What will happen next?") - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons

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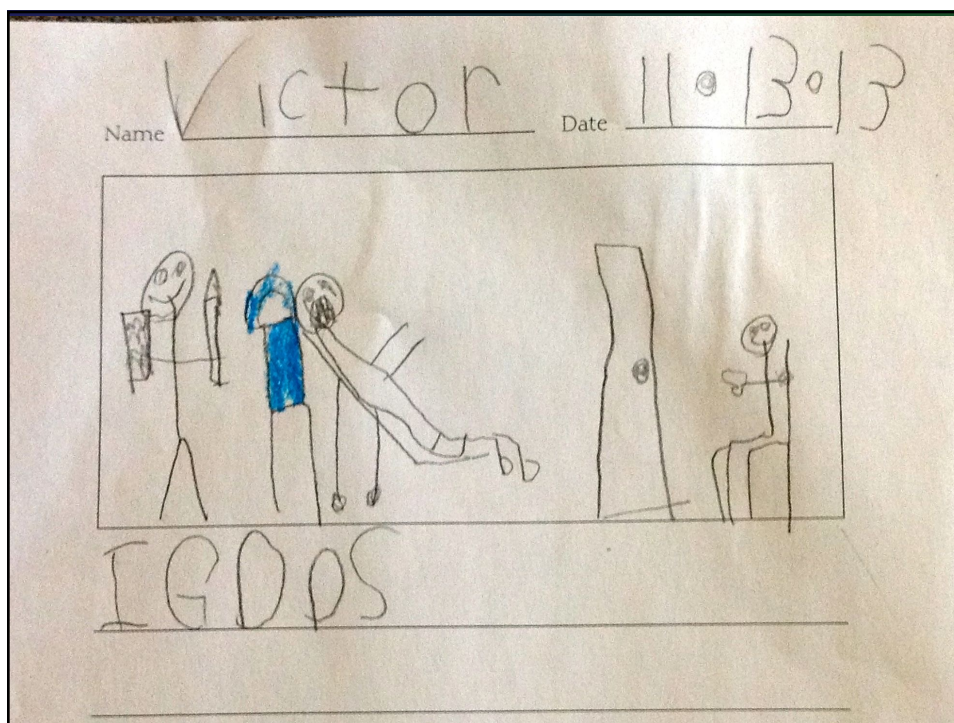
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TK – K: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match icons and symbols to corresponding pictures - Identify name in print - Find matching words or pictures - Find labeled real-life classroom objects	- Match examples of the same form of print - Distinguish between same and different forms of print (e.g., single letters and symbols) - Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) - Match labeled pictures to those in illustrated scenes	- Use pictures to identify words - Classify visuals according to labels or icons (e.g., animals v. plants) - Demonstrate concepts of print (e.g., title, author, illustrator) - Sort labeled pictures by attribute (e.g., number, initial sound)	- Identify some high-frequency words in context - Order a series of labeled pictures described orally to tell stories - Match pictures to phrases/short sentences - Classify labeled pictures by two attributes (e.g., size and color)	- Find school-related vocabulary items - Differentiate between letters, words, and sentences - String words together to make short sentences - Indicate features of words, phrases, or sentences that are the same and different	Level 6 – Reaching
WRITING	- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences	

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Victor – Writing in English

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences

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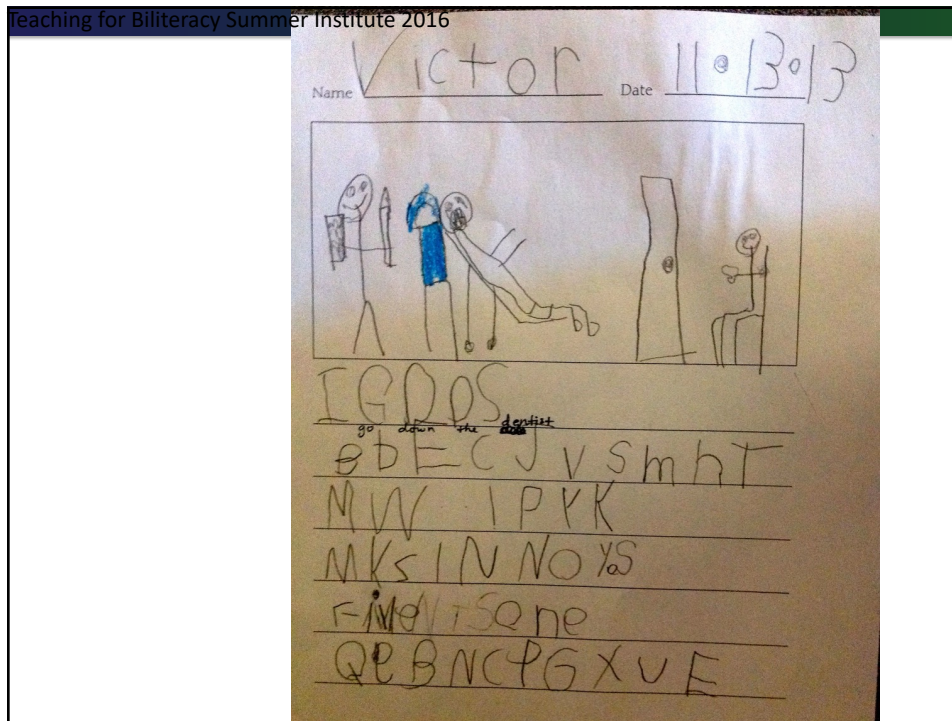
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Victor – Writing in English

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences

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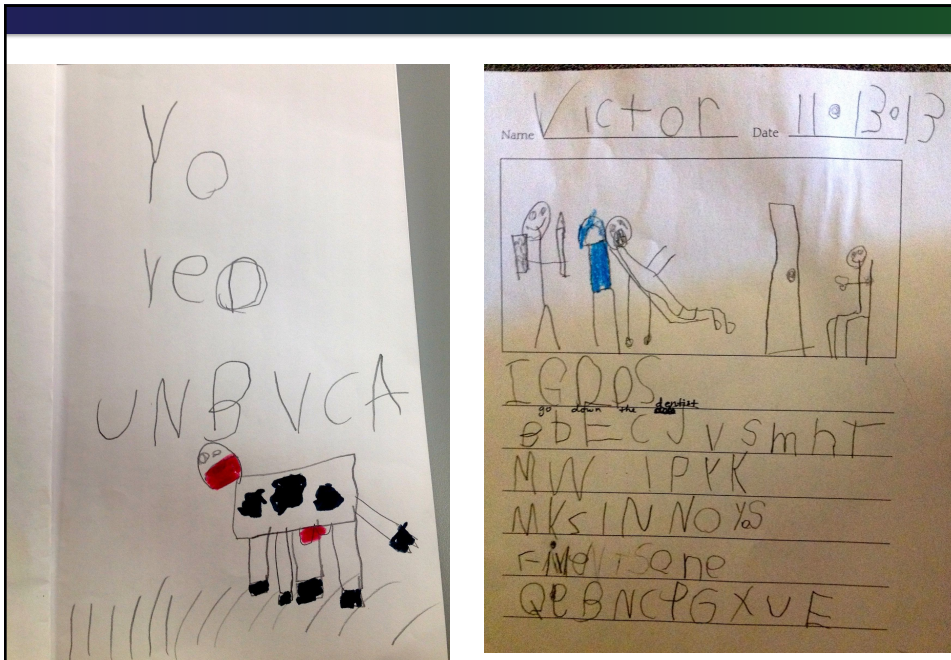
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Victor – Writing in English

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Level 5 Bridging
ESCRIBIR	- Dibujar y escribir garabatos - Circular o subrayar palabras, símbolos y números - Trazar figuras y letras - Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	- Conectar lenguaje oral con lo escrito - Reproducir letras, símbolos, y números siguiendo modelos en un contexto - Copiar íconos conocidos de la escritura en el medioambiente - Dibujar objetos siguiendo modelos y etiquetar con letras	- Comunicarse usando letras, símbolos, y números de un contexto - Hacer "cartas" ilustradas con combinaciones de letras - Hacer conexiones entre lo hablado y lo escrito - Reproducir palabras conocidas de ilustraciones etiquetadas	- Producir símbolos y letras que son asociados con dibujos - Dibujar y usar palabras para contar un cuento - Etiquetar personas y objetos conocidos de un modelo - Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	- Crear representaciones con contenidos académicos a través de dibujos y palabras - Hacer "libros de cuentos" con dibujos y palabras - Producir palabras/frases independientemente - Recontar experiencias de la vida diaria usando frases/oraciones cortas

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences

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What type of instruction (strategies) would help Victor reach in English, what he can do in Spanish?

Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. <i>Teaching for Biliteracy Book: page 81</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.	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:			

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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 prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals 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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Oracy for Reading: Side-by-Side

Formative Assessment 2 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE						
Standards		Outcomes (to be decided based on the needs of students and the planned activities)				
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		A. Identify what a text says explicitly. B. Identify inferences that can be drawn from a text. C. Distinguish between what the text says explicitly, and inferences drawn from the text.				
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		V. Identify concepts in a text.				
Language Development Supports:		Sensory Supports		Graphic Supports		Interactive Supports
Student name:	Identifies examples of concepts in a text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of what the text says explicitly.	Identifies examples of inferences that can be drawn from a text.	Distinguishes between the text says explicitly, and inferences drawn from the text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR to distinguish between what the text says explicitly, and inferences drawn from the text
	Proviene Biocombustibles Combustibles fósiles Queman Por lo tanto A pesar de que	Proviene Biocombustibles Combustibles fósiles Queman Por lo tanto A pesar de que			Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto	Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto
	Proviene Biocombustibles Combustibles fósiles Queman Por lo tanto A pesar de que	Proviene Biocombustibles Combustibles fósiles Queman Por lo tanto A pesar de que			Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto	Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto
			STUDENT		correctly identifying explicit and implicit information in a text when prompted by teacher	identifies explicit information in a text when prompted by teacher
					9/15 – orally produced term "implicit information" while working with a small group	9/17 – Able to use sentence stems: "The text explicitly says... I can infer..."

tion in a text
tion in a text

Productive Language:
(Observed when asked individually or during independent work)
When prompted, the student can accurately orally produce the academic language (words, phrases, and complete sentences) when shown the corresponding picture or the movement.

Productive Language:
(Observed when asked individually or during independent work)
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9/15 – orally produced term "implicit information" while working with a small group

9/17 – Able to use sentence stems: "The text explicitly says... I can infer..."

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Writing Domain: Side-by-Side

Nivel 1 Entrando		Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
WRITING	- 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
	Baseline	First Trimester	Second Trimester	Third Trimester	
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 prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals 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
					Writing

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Assessment Framework for Language Learners

Language Proficiency				Academic Achievement			
Listening	Speaking	Reading	Writing	Language Arts	Math	Science	Social Studies
Plan and Assess Language Instruction				Plan and Assess Content Instruction			

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Assessment Framework for Language Learners – en español

Language Proficiency				Academic Achievement			
Listening	Speaking	Reading	Writing	Language Arts	Math	Science	Social Studies
Plan and Assess Language Instruction				Plan and Assess Content Instruction			

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Assessment Framework for Language Learners – in Mandarin

Language Proficiency				Academic Achievement			
Listening	Speaking	Reading	Writing	Language Arts	Math	Science	Social Studies
Plan and Assess Language Instruction				Plan and Assess Content Instruction			

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Assessment Framework for Language Learners – in English

Language Proficiency				Academic Achievement			
Listening	Speaking	Reading	Writing	Language Arts	Math	Science	Social Studies
Plan and Assess Language Instruction				Plan and Assess Content Instruction			

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Assessment in Language Programs		
Adapted from Gottlieb, M. and Nguyen D. (2007). <i>Assessment and Accountability in Language Education Programs</i> . Philadelphia, PA: Caslon Publishing		
Principles: - Assessment should capture student growth in both language 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 (occurring consistently during the school year): Interim: Standardized (four times a year):	Formative: Interim: Standardized:
English	Formative: Interim: Standardized:	Formative: 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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Academic Achievement: Writing Side-by-Side

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Mi animal favorito es la foca.
 Porque ella nada en la agua. Por eso
 me gustan las focas. También me gustan
 gustan las focas porque ellas nadan
 mucho. También están bonitas. También
 juegan con las pelotas y a plauden y
 también tienen bigotes y colmillos
 blancas y largas.

Literacy Squared

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1er Grado

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	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	

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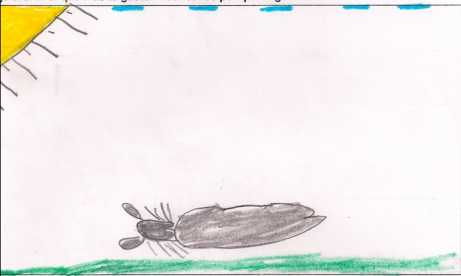
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My fribret toy it tha mintendo ds.
 Becas you cant yamp. End fit end you
 can rit. I like my toy becas ets red end
 blak. End a Play ved ger o the time
 end a gat 2 games end a gene
 ge more games. My dad ets gene
 bra me more games bata rono
 gue n. I love my toy.

Literacy Squared

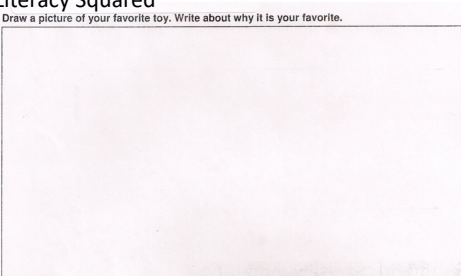
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El animal que mas te gusta. Escribe por que te gusta mas.



El animal favorito es la rana.
 Porque ella nada en la agua. Por eso
 gustan las ranas. Tambien me gusta
 estan las ranas porque ellas nadan
 mucho. Tambien estan bonitas. Tambien
 juegan con las pelotas y a plaviden.
 Tambien tienen bigotes y colmillas
 largas y largas.

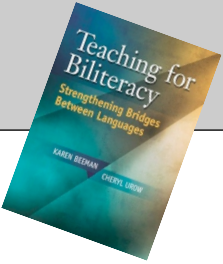
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 Draw a picture of your favorite toy. Write about why it is your favorite.



My favorite toy is the Nintendo DS.
 Becas you cant Yamp. End Fit end Yov
 can rit. I like my toy becas its red end
 black. End a Play ved ger o the tin
 end a gar 2 games end a Gene
 ge more games. My dad et 5 Gene
 bra me more games bata ro 12
 Gue n. I love my toy.

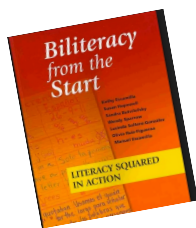
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Sample Biliteracy Writing Rubric		
Spanish: Evidence and notes	Writing Element	English: Evidence and notes
	- Introduction and conclusion - Writes to the topic - Logical organization	 Page 112 in the Writing Chapter
	Mechanics - Complete sentences - Correct punctuation - Accurate spelling - Paragraphs	
	Bilingual strategies - Phonology - Morphology - Syntax and grammar - Pragmatics (language use) www.TeachingForBiliteracy.com	

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Literacy Squared		
Spanish Score	CONTENT	English Score
9	Focused composition, conveys emotion and uses figurative language, is easy for the reader to read – includes vivid examples; clearly addresses the prompt; book language	9
8	Organization of composition includes effective transitions	8
7	Writing includes complex sentence structures	7
6	Discernible, consistent structure	6
5	Sense of completeness – Clear introduction and clear conclusion	5
4	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	4
3	Main idea discernable with supporting details	3
2	The main idea can be inferred or stated explicitly	2
1	Repetitive vocabulary; may include unrelated ideas	1
0	Two ideas – I like my bike and / because it is blue	0
5	One idea – I like my bike (list of independent words or labels)	5
4	Prewriting: Picture only. Not readable or incomplete thoughts. No discernable sentence. (Also written in a language other than the prompt).	4
3	The student did not prepare a sample.	3
2		2
1		1
0		0
STRUCTURAL ELEMENTS		
5	Multi-paragraph composition with accurate punctuation and capitalization	5
4	Controls most structural elements and includes paragraphing	4
3	Controls beginning and ending punctuation in ways that make sense and is attempting additional structural elements (commas, question marks, guiones, apostrophes, ellipses, parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements correctly	2
1	Uses one or more of the structural elements incorrectly	1
0	Structural elements not evident	0
SPELLING		
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of HKW are correct and child is approximating standardization of errors	4
3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
2	Represents most sounds in words and most high frequency words are spelled incorrectly	2
1	Represents sounds in words	1



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The Features of Academic Language operate within sociocultural contexts for language use.		
	Performance Criteria	Features
Discourse Level	Linguistic Complexity (Quantity and variety of oral and written text)	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions (Types, array, and use of language structures)	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

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Receptive Language

Figure G: WIDA Performance Definitions **Listening and Reading**, Grades K–12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	- Rich descriptive discourse with complex sentences - Cohesive and organized related ideas	- Compound, complex grammatical constructions (e.g., multiple phrases and clauses) - A broad range of sentence patterns characteristic of particular content areas	- Technical and abstract content-area language, including content-specific collocations - Words and expressions with shades of meaning across content areas
Level 4 Expanding	- Connected discourse with a variety of sentences - Expanded related ideas	- A variety of complex grammatical constructions - Sentence patterns characteristic of particular content areas	- Specific and some technical content-area language - Words or expressions with multiple meanings across content areas
Level 3 Developing	- Discourse with a series of extended sentences - Related ideas	- Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions - Sentence patterns across content areas	- Specific content language, including expressions - Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	- Multiple related simple sentences - An idea with details	- Compound grammatical constructions - Repetitive phrasal and sentence patterns across content areas	- General content words and expressions, including cognates - Social and instructional words and expressions across content areas
Level 1 Entering	- Single statements or questions - An idea within words, phrases, or chunks of language	- Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) - Common social and instructional forms and patterns	- General content-related words - Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

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Productive Language

Figure H: WIDA Performance Definitions **Speaking and Writing**, Grades K–12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	- Multiple, complex sentences - Organized, cohesive, and coherent expression of ideas	- A variety of grammatical structures matched to purpose - A broad range of sentence patterns characteristic of particular content areas	- Technical and abstract content-area language, including content-specific collocations - Words and expressions with shades of meaning across content areas
Level 4 Expanding	- Short, expanded, and some complex sentences - Organized expression of ideas with emerging cohesion	- A variety of grammatical structures - Sentence patterns characteristic of particular content areas	- Specific and some technical content-area language - Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	- Short and some expanded sentences with emerging complexity - Expanded expression of one idea or emerging expression of multiple related ideas	- Repetitive grammatical structures with occasional variation - Sentence patterns across content areas	- Specific content language, including cognates and expressions - Words or expressions with multiple meanings used across content areas
Level 2 Emerging	- Phrases or short sentences - Emerging expression of ideas	- Formulaic grammatical structures - Repetitive phrasal and sentence patterns across content areas	- General content words and expressions - Social and instructional words and expressions across content areas
Level 1 Entering	- Words, phrases, or chunks of language - Single words used to represent ideas	- Phrase-level grammatical structures - Phrasal patterns associated with common social and instructional situations	- General content-related words - Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

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Characteristics of Effective Use of Data Collection Using the CAN Dos*
(Formative Assessment of Language Proficiency)

Characteristic	Not there yet <i>Create Goals</i>	In Progress <i>Evaluate Goals</i>	Met <i>Provide Evidence</i>	Notes
The use of sensory, graphic, and interactive supports is present when collecting data for students at levels 1, 2 and 3.				
Data is collected at the beginning of the school year (baseline) and again at least twice more (each semester or quarterly).				
The formative assessment data is used to compare with students' ELPAC scores.				
The data is used to determine the student's strengths in each language as well as challenges. Use this information to create instructional plans.				
Student language proficiency levels are used to plan differentiated instruction.				
When developmentally appropriate, have students self-assess their language proficiency in each language and help them establish language goals for the year, which are then revisited periodically				
Vertical Alignment: Meet with the teachers of the next grade and share some of the trends you have found with your student CAN Dos. Share additional information as needed for each student (newcomers, interrupted schooling, possible learning challenges, etc.).				
Integrate the CAN Dos into parent/teacher conferences.				

* Data collection is measurable and evidence based. It should include assessing students while using high leverage biliteracy strategies (concept attainment, LEA, ART, fishbowl) through observations, checklists, etc.. For productive language, writing samples can be used as well as data of students reading.]

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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 directions (e.g., "Hold the book.") - Observe and respond to oral language (e.g., "This is my left hand.") - Identify and name everyday objects (e.g., "book," "table") - 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., sink 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-taught 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

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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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 drawings) - 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 ideas 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 comparisons 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 students' language processing and use across the levels of language proficiency.

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Application

- Choose one of your students and analyze their Spanish and English language proficiency levels.
- Determine their strengths and their challenges.
- Develop a plan for how to support their continued language proficiency development in both of their languages.

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Use high leverage strategies (with supports) and standards for instruction in English or Spanish

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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 translanguageing 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.

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Create an Illustration of Your Instruction that Includes:

- The theme
- The standards and outcomes
- How you developed oracy and background knowledge.
- The activities that were used in listening, speaking, reading and writing (include the names of the high-leverage strategies).
- Be prepared to share:
 - What you learned about your students
 - What you learned about yourself and your teaching

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Exit Ticket

I feel really
good about...

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