

Characteristics of Well-Implemented Dual Language Programs



Center for Teaching for Biliteracy
Karen Beeman

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Agenda

- The Multilingual Perspective
- Strategic Use of Teacher Language:
Establishing a Language Policy
- Developing Biliteracy Schedules

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Agenda

- **The Multilingual Perspective**
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Concept A

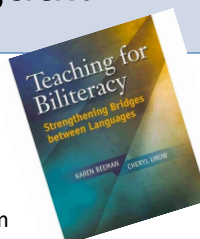
All students
have a
dominant
language (L1
and L2)

Concept B

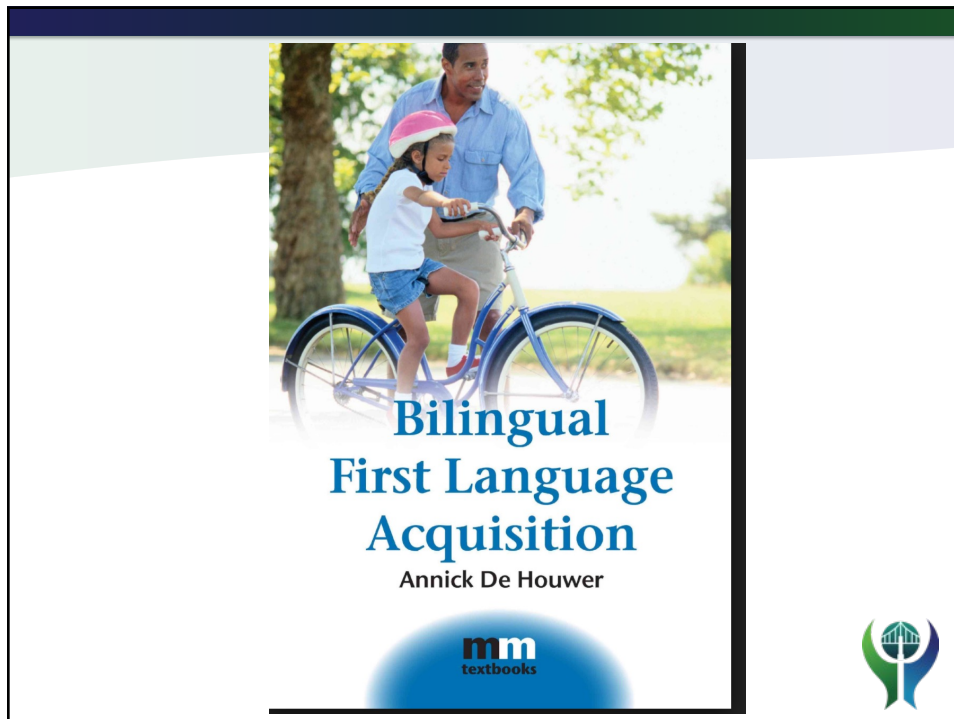
Many students
are developing
bilinguals whose
first language is
bilingual.

Chapter 1

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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish/Mandarin and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.

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Spanish in the United States is characterized by
its relationship with English.

¡Se me mojaron mis soquetines!

My socks got wet!



Me puchó. (Instead of "Me empujó")

He/She pushed me (using English verb)



Teacher, I am planching. (Spanish verb for "to iron")

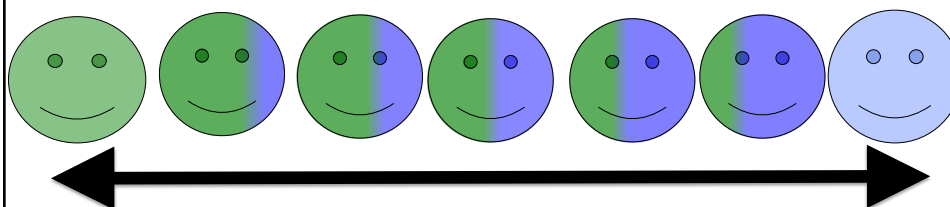
Teacher, I am ironing.



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ALL students involved in biliteracy
become **developing bilinguals**

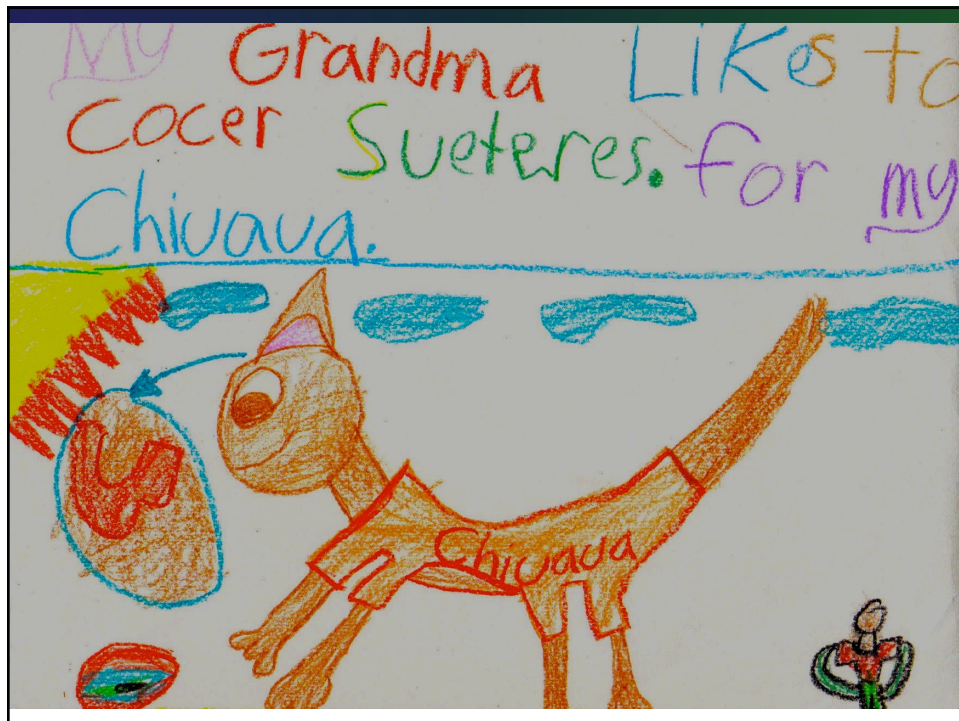


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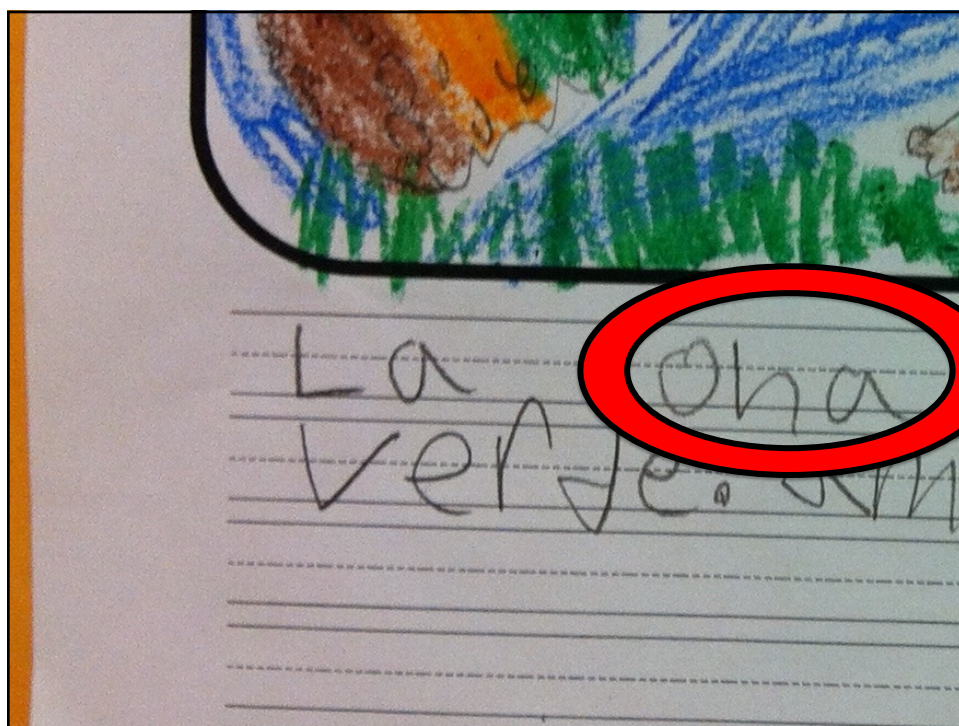


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Biliteracy instruction anticipates and prepares for linguistic approximations.

H h	G g	J j	H h
Hernández hijo hermana había hace hizo hospital	Gema recoger	jirafa jugar	Hospital happy hi hungry
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Instruction anticipates and prepares for linguistic approximations.

the farmer	el farmero	el granjero el finquero
to push	puchar	empujar
ironing	planching	planchando

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Research Connection



Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)



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Being bilingual physically changes your mind.
Neuroplasticity is real.
(Bialystok, CARLA, 2016)

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Research Connection



Multilingual students have linguistic resources in multiple languages; their knowledge base is shared across languages (Cenoz, J, 2009, Butvilofsky & Escamilla, 2023).

Multilingual students who learn about how their two languages are similar and different achieve higher levels of academic achievement (Jimenez, García, and Pearson, 1996, Dressler et al, 2011, de Jong 2011, Lems, 2023).

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Research Connection: Translanguaging



- Translanguaging refers to the interaction of two languages (or more) by bilingual students (Garcia, 2017).
- By engaging in contrastive analysis students develop metalinguistic awareness (Beeman and Urow, 2013).
- “Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other. These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet the exigencies of communication with monolinguals.” (Garcia in Seltzer, Woodley, 2014)

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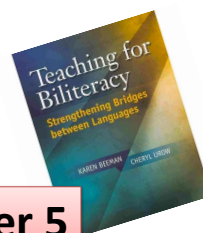
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Four Phenomena of Contact Languages

Dr. Kim Potowski, UIC

U.S. Spanish

Chapter 5



#1
Code switching
Tengo el *eight*.

#2
Borrowings
Rufa

#3
Extensions
Carpeta

#4
Calques
Mi tío's casa.

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También se dice

puchar	empujar
tochar	tocar
onde	donde
Alomche	almuerzo
Picar	esicar escoger
Cache	a garé
6 Muncho	mucho

Crystal Ramos, Kennewick, WA



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Arcaísmos españoles	
Español arcaico	Español actual
Ansina	Así
Pos	Pues
Naiden	Nadie
Muncho	Mucho
Haiga	Haya

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Los regionalismos

el muchacho (México)	el güila (Costa Rica)	el patojo (Guatemala)	el cabro (Chile)
la quagua (Puerto Rico)	la micro (Chile)	el micro (Perú)	el camión (México)
la escuela media (Chile)	el colegio (Costa Rica)	la preparatoria (México)	la high school (EE.UU.)

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Diálogo Lingüístico de Identidades Regionales

El español de cada región es una variedad del español que se caracteriza por tener rasgos propios de vocabulario, gramática y fonología. Estos rasgos son los que nos permiten identificar a una persona por su forma de hablar.

Actividad: "Pases de Regionalismos"

Compara y contrasta expresiones de diferentes regiones y analiza sus significados y usos. Escribe en la tabla los regionalismos que encuentres y los países a los que pertenecen.

El español
varía según la
región

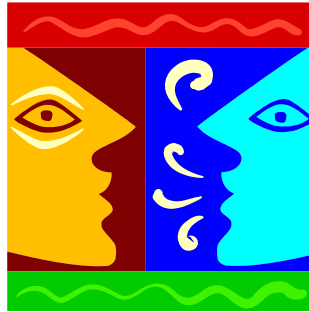
Estas diferencias
reflejan identidad
cultural y lingüística.
¡Que belleza!

Concepto	Guatemala	México	El Salvador	Venezuela	España	PUERTO RICO
Niño /a	patojo	chiguillo morriño	bicho cipote	chamo	niño /a	nene
Bueno	chilero	chido chingon	chivo	chévere	guay/chulo	chévere brutal
Amigo /a	cuate	güey carnal	compa	pana	tío /tía	primo
De acuerdo	caba/	sale simon	chivo	si va dale	Vale	dale
Sorpresa / Incredulidad	puchica	No manches!	puchica	¡Na guará! ¡Upá cachete!	flipar	anda pal'

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Let's take a tour of our communities



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Cheryl

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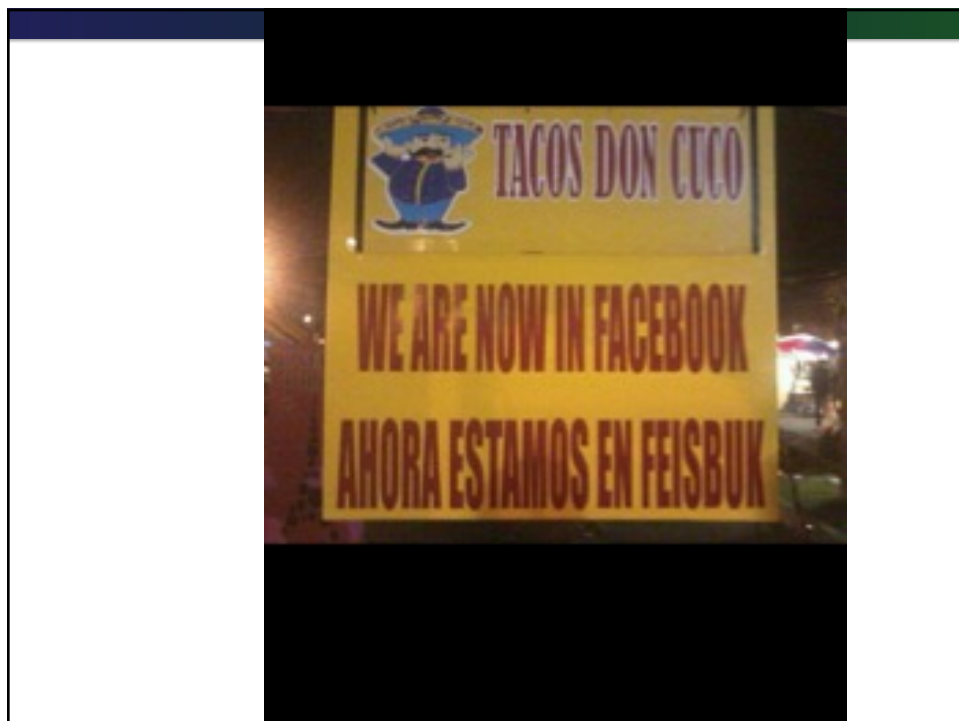
Beeman and Urow, 2012



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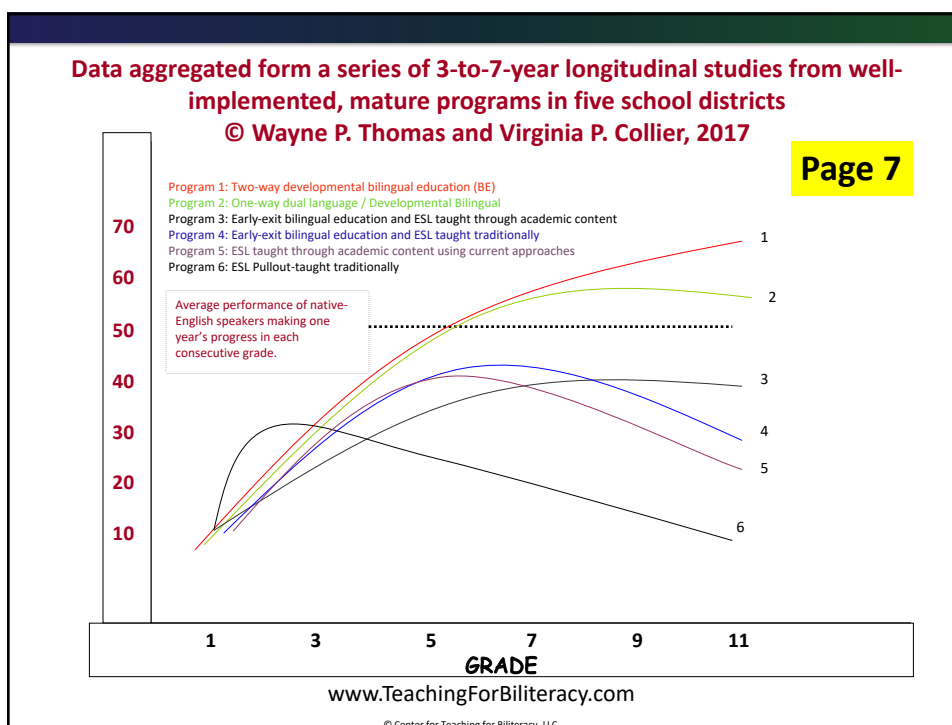
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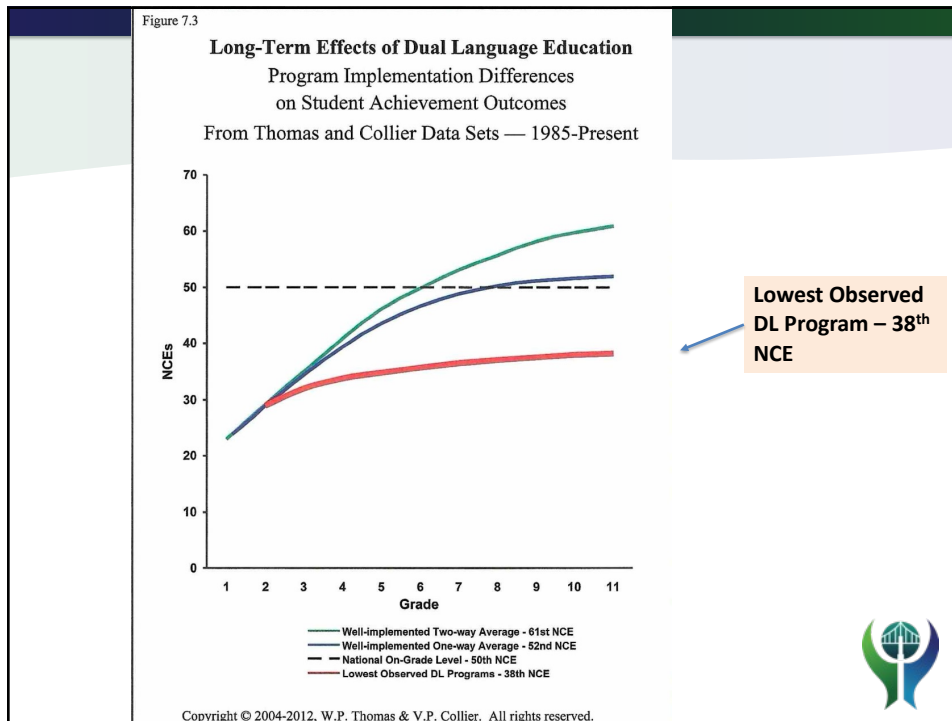
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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Literacy is taught in one language (L1) and transition to literacy in the other language once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).

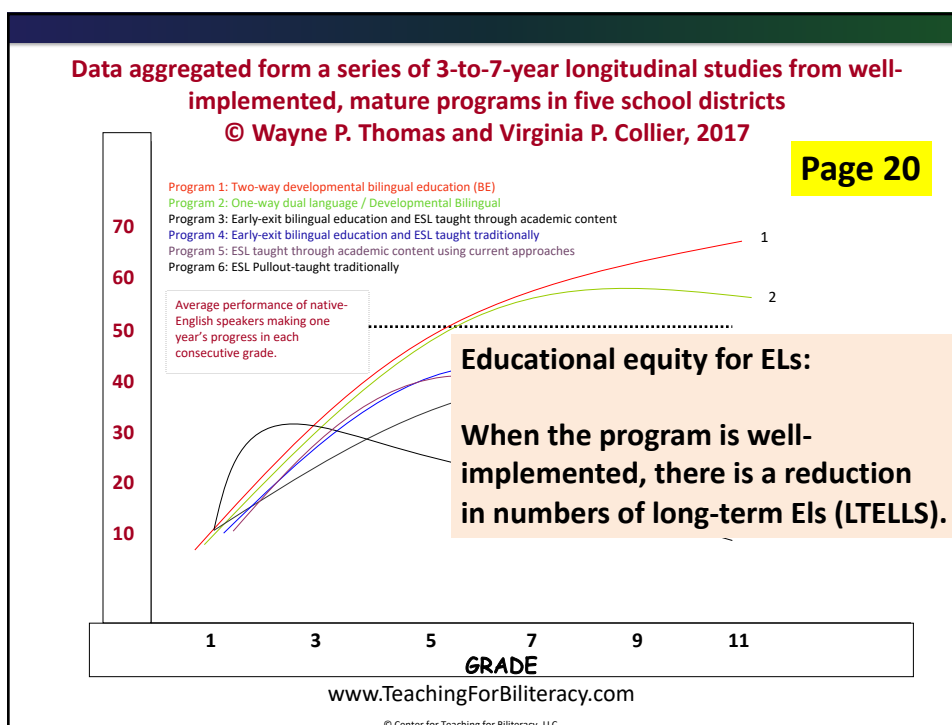
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In 3rd grade, ELs engaged in **simultaneous literacy** scored considerably higher than students in the **sequential literacy** comparison group on all measures.
(Sonia Soltero et al 2016)

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Content Allocation: Planning Content in Spanish and English K- 5			
Biliteracy Guidelines (Beeman & Urow, 2013) - All students receive literacy instruction (language arts) in both languages every day, beginning at entry into the program. - Each language arts class focuses on different standards – NOT the same standards, themes, or stories. - Students are together for differentiated, but not separate, instruction. - In PreK-5th grades, content and literacy are integrated. - Content (Science, Social Science and Math) is taught in one language only at each grade level. This is called content allocation.			
Option A: 80/20 Model Math and Social Studies move to English in grade 3. Science remains in Spanish, K-5.			
	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies	(end of every unit): Spanish to English: - Language Arts - Science - Social Studies - Math	20% Language Arts
First Grade 70/30	70% Language Arts Science Math	1 and 2 (end of every unit): Spanish to English: - Language Arts/ Science - Math English to Spanish: - Language Arts/Social Studies	30% Language Arts integrated with Social Studies
Second Grade 60/40	60% Language Arts Science Math		40% Language Arts integrated with Social Studies
Third Grade 50/50	50% Language Arts Science		50% Language Arts Social Studies Math
Fourth Grade 50/50	50% Language Arts Science	3 rd -5 th Grade: (end of every unit) Spanish to English: - Language Arts/Science English to Spanish: - Language Arts/Social Studies - Math	50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies



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Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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Concept A Schedule		
Sample Biliteracy Schedule 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:20 – 10:10	Spanish Language Arts /English Language Arts (alternating language by unit- one unit in Spanish and the next unit in English)	Alternating language by unit
10:10 - 11:00	Intervention Block	Student Choice
11:00 – 12:00	Specials	Mostly English
12:00 – 12:45	Lunch	Student choice
12:45 – 2:00	Math in Spanish - Oracy development - Math skills and practice - Reading and writing as applied to math	SPANISH or Mandarin
2:00 – 3:00	Science & Social Studies (alternating days),. Half the unit is taught in Spanish and the other half in English, or vice versa.	Half in Spanish and Half in English



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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20 a.m.	SEL and Classroom Community Building	Spanish
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... - Oracy - SS/Science experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	SPANISH Or MANDARIN
10:30-11:00 a.m.	Interventions (based on student need)	Language determined by the teacher and based on student need
11:00 a.m. – 12:00 p.m.	Specials	if possible, half are offered in Spanish and half in English
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish - Oracy development - Math skills and practice - Reading and writing as applied to math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... - Oracy - Experiences - Whole instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH

Concept B Schedule

Daily Spanish or Mandarin Language Arts

Daily English Language Arts

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Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	Spanish
8:20 – 10:45	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy - Science experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	SPANISH Or Mandarin
10:45 to 11:15		based on student need
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math practice	ENGLISH
1:00-2:25	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy - SS experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH
2:25-3:10		in English

Daily Spanish or Mandarin Language Arts

Daily English Language Arts

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Sample Middle School Schedule		
8 th Grade Student Schedule		
	Subject	Language
Period 1	Social Science	Spanish
Period 2	Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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Sample Course Offerings – Woodstock High School, Illinois	
At the high school level, biliteracy is often organized around credit hours – a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.	
Woodstock High School Course Offerings for Dual Language Program: All taught in Spanish	
Biology (Honors Option)	Vistas del Mundo Hispano II (Honors Option)
World History (Honors Option)	AP Spanish Language
Global Issues	AP Spanish Literature
International Business	Perspectivas Literarias
	Intro to Latin American Studies (2020 school year)
	Advanced Conversation and Phonetics (Dual Credit)
	Latin American Studies (2020) (Dual Credit)



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[illegible]

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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			

Dual language teachers are first and foremost language teachers.

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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 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:
English	Formative: Interim: Standardized:	Formative:	Interim:
		Standardized:	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 <i>Dictado</i> 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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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 what 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	Productive Language: (Observed in whole group, small group, and/or pairs) With modeling and picture support, the student can orally produce the academic language (words, phrases, and complete sentences) when shown the corresponding picture or the movement.		
	Proviene Bicombustibles Combustibles fósiles Queman Por lo tanto A pesar de que	Proviene Bicombustibles 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	9/15 – orally produced term “implicit information” while working with a small group		
	Proviene Bicombustibles Combustibles fósiles Queman Por lo tanto A pesar de que	Proviene Bicombustibles 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	9/17 – Able to use sentence stems: “The text explicitly says... I can infer...”		

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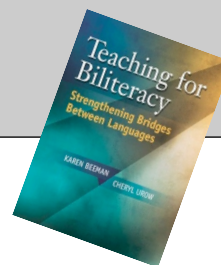
Writing Domain: Side-by-Side

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	Nivel 6 - Alcanzando
	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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Sample Biliteracy Writing Rubric

Spanish: Evidence and notes	Writing Element	English: Evidence and notes
	- Introduction and conclusion - Writes to the topic - Logical organization	
	Mechanics - Complete sentences - Correct punctuation - Accurate spelling - Paragraphs	
	Bilingual strategies - Phonology - Morphology - Syntax and grammar - Pragmatics (language use)	
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Literacy Squared Writing Rubric- Grades K, 1,2,3,4, and 5 (circle grade)		
Spanish Score	CONTENT	English Score
10	Focused composition, conveys emotion and uses figurative language, is engaging to the reader; clearly addresses the prompt; book language	10
9	Organization of composition includes effective transitions and vivid examples	9
8	Writing includes complex sentence structures and has a discernible, consistent structure	8
7	Sense of completeness – Clear introduction and clear conclusion	7
6	Includes descriptive language (use of adjectives, adverbs at the word level) or varied sentence structures	6
5	Main idea discernable with supporting details, or main idea can be inferred or stated explicitly, or repetitive vocabulary; may include unrelated ideas	5
4	Two ideas – <i>I like my bike and / because it is blue</i>	4
3	One idea expressed through a subject and predicate, subject may be implied – (<i>I like my bike, <u>area</u>, or run</i>)	3
2	Label(s), list of words; may communicate an idea without subject and predicate	2
1	Prewriting: Picture only, not readable or written in a language other than the prompt.	1
0	The student did not prepare a sample.	0
STRUCTURAL ELEMENTS		
5	Multiparagraph 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, <u>exclaves</u> , apostrophes, <u>elopes</u> , parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements <i>correctly</i>	2
1	Uses one or more of the structural elements <i>incorrectly</i>	1
0	Structural elements not evident	0
SPELLING		
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of high-frequency words are correct and child is approximating standardization in 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
0	Message is not discernable	0

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Program Design Recommendations: Planning for Biliteracy	
Biliteracy Recommendations for Pre-K: - Biliteracy PreK classrooms are developmentally appropriate PreK classrooms (Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020) - Students are provided integrated, engaging learning experiences in each language every day that they are in class. - Teachers and other adults engage students in each program language at different times of the day. This is called language and content allocation. - Students are together for differentiated, but not separate, instruction. - Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production. Biliteracy Recommendations for K-5: - All students receive literacy (language arts) instruction in each program language every day, beginning when they enter the program (TK/PK/Kindergarten). Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other. - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer. - Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production. - Students are together for differentiated, but not separate, instruction, ensuring all students are present during Tier 1 instruction. - In Pre-K – 5th grades, whenever possible, content and literacy are integrated. - If possible, each content area (math, science, social studies) is taught in one language only at each grade level. This is called content allocation.	

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development of oral language and background knowledge that promotes student comprehension and production.

Biliteracy Recommendations for K-5:

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

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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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Fixed Mindset	Growth Mindset
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
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Monolingual Perspective	Multilingual Perspective
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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**You do NOT have to be
bilingual to employ
biliteracy mindset....
But you must have the
mindset!**

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

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Turn and Talk:

- Does your **school** reflect a monolingual or multilingual perspective of language? What tweaks can be made?
- Does your **district** reflect a monolingual or a multilingual perspective of language? What tweaks can be made?
- Do **you** reflect a monolingual or multilingual perspective of language? What tweaks can you make?

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Agenda

- ✓ The Multilingual Perspective
 - **Strategic Use of Teacher Language: Establishing a Language Policy**
 - Developing Biliteracy Schedules

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

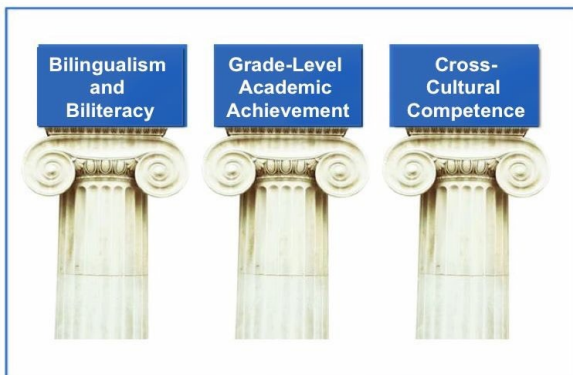
Pedagogy: We achieve our goals by ensuring our pedagogy is culturally sustaining, research-based, and purposefully orchestrated to meet the needs of *dual language learners*. We explicitly use metalinguistic knowledge and translanguaging to develop three linguistic spaces for our students: Spanish, English,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

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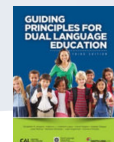
The goals of Dual Language

Three Pillars of Dual Language Education



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Language Expectations: Students and Teachers

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**A language policy
establishes expectations for
teacher and student
language use, primarily for
the non-English language.**

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Language Policy: Students

- **Expectations for Student Use of Language:**
 - **Students' use of the language of instruction is reflective of their language proficiency level**

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Sample Student Profile for: Isabel



CAN DO Descriptors: Grade Level Cluster 1-2

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Follow modeled, concrete oral directions (e.g., "This is my science book.") - Identify elements of everyday objects or scenes orally (e.g., in books) - Identify elements of simple sentences or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language
	- 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, character) - 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 idea - Match figurative language to illustrations (e.g., "as big as a house")
	- 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

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 drawing) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios
SPEAKING	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Retell 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 idea 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"—fairytale) - 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 notes 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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WIDA Consortium Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:					
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contratar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar
Nivel 6 - Alcanzando					
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- Repetir palabras simples, frases y partes del lenguaje memorizadas - Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) - Identificar y nombrar objetos de la vida diaria - Participar en cantos y gritos de un grupo	- Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) - Repetir hechos o declaraciones - Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) - Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	- Hacer preguntas de naturaleza social - Expresar sentimientos (ejemplo: "Estoy feliz porque...") - Recontar cuentos simples usando dibujos - Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) - Hacer predicciones o hipótesis - Distinguir características del contenido académico (ejemplo: oruga, mariposa)	- Hacer preguntas con propósitos académicos y sociales - Participar en pláticas de la clase relacionadas con temas sociales y académicos - Recontar cuentos con detalles - Ordenar cuentos con transiciones	- Usar vocabulario académico en pláticas de la clase - Expresar ideas y apoyarla con ejemplos - Dar presentaciones orales basadas en temas de contenido académico - Iniciar conversaciones con compañeros/as y maestros/as
Nivel 6 - Alcanzando					

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- Identificar símbolos, iconos y escritos del medioambiente - Conectar lo escrito con lo visual - Emparejar objetos familiares de la vida real con sus etiquetas - Seguir instrucciones usando diagramas o dibujos	- Buscar dibujos asociados con patrones de palabras - Identificar e interpretar diagramas etiquetados que ya han sido enseñados - Emparejar lo dicho con lo escrito al señalar iconos, letras, o palabras ilustradas - Clasificar palabras en grupos de palabras	- Hacer conexión entre sí mismo y el texto con incitaciones - Escoger títulos que se emparejan con una serie de dibujos - Clasificar palabras ilustradas en categorías - Emparejar frases y oraciones con dibujos	- Poner palabras en orden para formar oraciones - Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) - Seguir instrucciones a nivel de oraciones - Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	- Empezar a usar características de escritura no ficción para estimular comprensión - Usar estrategias de aprendizaje - Identificar ideas principales - Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")
Nivel 6 - Alcanzando					
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- 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 sí
Nivel 6 - Alcanzando					

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Language Policy

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

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Supports for Language Learners

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

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Karen Beeman, teachingforbilitacykb@gmail.com www.teachingforbilitacy.com

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

Sensory Supports

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

Figure 3H: Specific Examples of Sensory Supports

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

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

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Language Policy: Students

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



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High Leverage Biliteracy Strategies			
Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			
Strategy Name and Description	Language Supports and Notes		
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			

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High Leverage Biliteracy Strategies			
Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			
Strategy Name and Description	Language Supports and Notes		
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			

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Language Policy: Students

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

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Language Policy: Teachers

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

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The goals of Dual Language

Three Pillars of Dual Language Education



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Scenario 1 : Spanish instruction	Scenario 2: Spanish instruction
M: Ayer aprendimos que el aire pesa. <i>Yesterday we learned that air has weight. Y ¿qué aprendimos acerca del aire y el espacio? And what have we learned about air and space?</i> E1: M: E2: M: E3: E4: ...we measured the cup's volume. M: You are right, we put some water in the cup, measured the volume, and then we covered it all up with a napkin. And what did I do then? Correcto. Llenamos el vaso de agua y lo tapamos con una servilleta. Y luego ¿qué hice?	T: Ayer aprendimos que el aire pesa. <i>What did we learn about air and space?</i> T: You are right! Llenamos el vaso de agua , we measured its volume, and we covered it with a napkin. Y luego, what did I do?

We will analyze teacher use of language and how it helps or hinders students in becoming bilingual, biliterate, reaching grade level academic goals and becoming socio-culturally competent.

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

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

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

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

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

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

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

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

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

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

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Analyzing Language Use in the Dual Language Classroom			
Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Translation	Not much. Students wait for the language that is easiest for them.	It may help students develop receptive language, but not productive language in both.. No apparent focus on language goals or language complexity.	There is no use of language scaffolding nor sensory, graphic, and interactive
2 Flip-flopping Code-switching	It reaffirms how students already use language, but does not necessarily help students further develop each of their languages.	Language does not seem to be used strategically to teach language forms or complexity.	Newcomers and students at language proficiency levels 1-3 or 1-4 would struggle to keep up with what the teacher is saying. No apparent use of supports.
3. Strategic use of language	Students are developing the non-English language in L, S, R, W. They are expected to use the non-English language.	All students can use the language of instruction because of the language supports that are provided.	The strategic use of marking the language, language supports based on student language levels, partnerships, and consistent use of the language support all students.
3 Teacher stays in Spanish, students respond in English.	They develop receptive language but not necessarily productive language. This impedes their attainment of all 3 pillars.		There is no use of language scaffolding nor sensory, graphic, and interactive

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Language Policy: Teachers

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

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

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

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

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Camilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research

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Suggestions for Working with Newcomers

A **newcomer** is a student born outside the U.S. who has recently arrived, less than 2 to 6 months, has been enrolled in a school in the United States and receives newcomer services for a specific amount of time based on student need.

1. Identification and Data Gathering:

a. Access to formal schooling:

- i. Include in your school or district's home language survey a graph that lists all grades and ask the student to mark with an X the grades they attended all year long. [See this example from Dr. Margo Gottlieb](#) (2006). This data will help you identify any interrupted schooling.

b. Familial and socio-cultural information:

- i. Interview the student and or their family to learn about the student's academic, linguistic, familial, and cultural history, including any interrupted schooling. [Consult this article](#) for more information about differences in schooling in other countries, and tips on how to conduct an interview. If trauma and other socio-affective issues are present, it will be important to create a plan with the family and with school services to meet the student's needs (see below **Addressing socio-affective needs**).
- ii. Build a relationship with the student where you can learn about their background.
 - Try to identify the student's funds of knowledge - "the skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture" - so that you can build on what the students know (Luis Moll, 1992).

c. Native language literacy skills

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Language Use in DL has evolved over time



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Language Use in DL has evolved over time

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

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



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

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Language Use in DL has evolved over time

Time period	Context	Language Use in the DL Classroom
1970's, 1980's & 1990's	- Most bilinguals were sequential bilinguals - Research used was research on sequential bilinguals and sequential literacy (monoliteracy instead of biliteracy)	Strict separation of language Spanish and English were never side by side
Early 2000's and 2010's	- Demographic shift in the country - Simultaneous bilinguals become the majority of ELs - Research on simultaneous bilinguals shifts program design and entrance criteria	Strategic separation of language <u>Teaching for Biliteracy – The Bridge 2013</u> (and “bridging”) K-12 Accept student use of two languages Spanish in the US – Potowski
2010's and early 2020's	Research on translanguageing is widely available More acceptance of dual language programs nation-wide	<u>Translanguageing book (2017)</u> 4th grade – 12th grade Accept and leverage student use of two

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Sample Language Expectations from other schools

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

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

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

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

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

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

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

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

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

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

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

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

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



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Español

Expectativas de lenguaje

Durante el tiempo de español en la clase, nosotros:

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

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ENGLISH

Language Expectations HELLO

During English Time in Our Class, We:

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

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Español

Expectativas de lenguaje HOLA

Durante el tiempo de español en la clase, nosotros:

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



ENGLISH

Language Expectations

During English Time in Our Class, We:

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

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Your language expectations

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

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Agenda

- ✓ The Multilingual Perspective
- ✓ Strategic Use of Teacher Language:
Establishing a Language Policy
- **Developing Biliteracy Schedules**

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Sample Completed Step-by-Step Protocol for Using the Program Language and Content Allocation Plan to Calculate Instructional Minutes and Develop Bilingual Schedules (Return to the table of contents)		
The table below is an example completed protocol for third grade in School District X.		
Sample Completed Steps for Using the Program Language and Content Allocation Plan to Calculate Instructional Minutes and Corresponding Bilingual Schedule For 3rd Grade at School District X		
Directions	Calculation	
1. Calculate the total daily instructional minutes in a school day (from arrival to dismissal). For third graders at School District X, the morning bell rings at 9:00 AM and students are dismissed at 3:40 PM	Total daily instructional minutes: 400 minutes	
2. Total the number of daily non-classroom instructional minutes, such as breakfast, lunch, and recess, and subtract it from the total daily instructional minutes. - For third graders at School District X, daily non-instructional minutes are: - Breakfast upon arrival: 25 minutes - Lunch: 30 minutes - Recess: 30 minutes	Total from step 1:	400 minutes
	Total daily non-instructional minutes (for 3rd grade)	85 minutes
	Total daily instructional minutes after subtracting non-instructional time	315 minutes
3. Identify the number of daily minutes dedicated for intervention purposes (tier 2 and tier 3) and subtract it from the total identified in step 2. For third graders at School District X, daily minutes for intervention services for the grade level is 30 minutes	Total from step 2 red box	315 minutes
	Total daily intervention minutes (for 3rd grade)	30 minutes
	Total daily instructional minutes after subtracting intervention time	285 minutes
4. Identify the average amount of minutes for specials/elective classes. Subtract this number from the total identified after step 3. - For third graders at School District X, the average amount of daily elective classes is 45 minutes. Each day, students attend a different specials class, facilitated by a teacher other than the classroom teacher that uses a different curriculum that is unrelated to what occurs in the classroom: - Art: 45 minutes (facilitated in English) - Music: 45 minutes (facilitated in Spanish) - STEM: 45 minutes (facilitated in Spanish) - Library: 45 minutes (Alternates being facilitated in Spanish one week and English the next)	Total from step 3 red box	285 minutes
	Average daily minutes of specials classes for this grade level	45 minutes
	Total daily instructional minutes after subtracting intervention time	240 minutes

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	PE: 45 minutes (facilitated in English)																									
5. Use the program Language Allocation Plan to determine the instructional minutes for each language for each grade level. - Identify the percentage of time for each program language. Then, use this percentage to calculate classroom instructional minutes for each grade level. - For third graders at School District X, the language allocation is 50% in Spanish, and 50% in English	<table> <tr> <td>% of time in each language</td><td>Spanish: 50%</td><td>English: 50%</td></tr> <tr> <td>Calculation of classroom instructional minutes in each program language</td><td>120 minutes</td><td>120 minutes</td></tr> </table>	% of time in each language	Spanish: 50%	English: 50%	Calculation of classroom instructional minutes in each program language	120 minutes	120 minutes																			
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6. Use the program Content Allocation Plan to determine the language in which math is taught for the grade level. Using the agreed upon district math minute allocation for math minutes, subtract it from the instructional minutes for that language. - For third graders at School District X, tier 1 math instruction (i.e., instruction of new mathematical concepts, review of these concepts, and small group classroom support of these concepts is taught in Spanish) - For third graders at School District X, 20 minutes of FLUENCY practice, including concepts previously taught in prior years and in previous units, is provided in English.	<table> <tr> <td>Total from step 4 red box</td><td colspan="2">240 minutes</td></tr> <tr> <td>% of time in each language for this grade according to the language allocation plan</td><td>Spanish 50%</td><td>English 50%</td></tr> <tr> <td>Step 5: Calculation of classroom instructional minutes in each program language</td><td>120 minutes</td><td>120 minutes</td></tr> <tr> <td>Step 6: Number of minutes for math instruction (in one language only) Put an X or 0 in the other language.</td><td>60 minutes</td><td>0</td></tr> <tr> <td>Step 6: If applicable, number of minutes for math fluency practice (which may be in the other program language from math instruction) Put an X or 0 in the other language.</td><td>0</td><td>20 minutes</td></tr> <tr> <td>Step 6: Total minutes left over in each language after calculating math</td><td>60 minutes</td><td>100 minutes</td></tr> <tr> <td>Step 7: Classroom Meeting</td><td>0</td><td>10 minutes</td></tr> <tr> <td>Step 7: Total number of minutes left over in each language for INTEGRATED instruction (note: this number must be at least 60 minutes – if it is not, revise calculations above)</td><td>60 minutes</td><td>90 minutes</td></tr> </table>	Total from step 4 red box	240 minutes		% of time in each language for this grade according to the language allocation plan	Spanish 50%	English 50%	Step 5: Calculation of classroom instructional minutes in each program language	120 minutes	120 minutes	Step 6: Number of minutes for math instruction (in one language only) Put an X or 0 in the other language.	60 minutes	0	Step 6: If applicable, number of minutes for math fluency practice (which may be in the other program language from math instruction) Put an X or 0 in the other language.	0	20 minutes	Step 6: Total minutes left over in each language after calculating math	60 minutes	100 minutes	Step 7: Classroom Meeting	0	10 minutes	Step 7: Total number of minutes left over in each language for INTEGRATED instruction (note: this number must be at least 60 minutes – if it is not, revise calculations above)	60 minutes	90 minutes	
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7. Identify any other program mandated processes or classroom instructional requirements that are expected to be taught/facilitated by the classroom teacher. Assign them to ONE program language. Then subtract this total from the number of instructional minutes in each language. For third graders at School District X, 10 minutes of classroom meeting time is assigned to English																										
8. Use the information from steps 5-7 to create a schedule that shows the amount of time for instruction aligned to integrated (content/universal theme and literacy) units of study (BUs) in each language.																										

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