

Teaching for Biliteracy Summer Institute

July 22, 2026

Oxnard, CA.



Center for Teaching for Biliteracy

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Teaching for Biliteracy Summer Institute Overview			Page 4
Tuesday, July 21, 2026	Wednesday, July 22, 2026	Thursday, July 23, 2026	
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3: The Bridge</u> - Institute Closure	
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal	
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-3rd grade; 4th - 12th grade) <u>Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy</u>	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment</u>		



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Agenda

- **Debrief Sample Instruction**
- The Multilingual Perspective
- Strategic Use of Teacher Language: Establishing a Language Policy
- Research on Language Programs
- Planning for Sustainability: Vision and Pedagogy

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Characteristics of Biliteracy Instruction

Engages ALL students actively and meaningfully using a variety of **high-leverage strategies and language supports**.

Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction **throughout the unit**

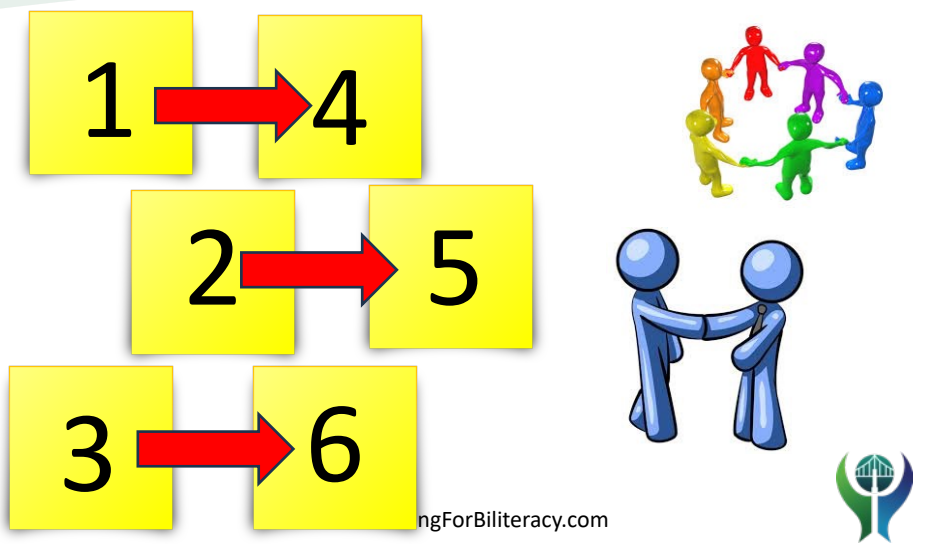
Teaching for Biliteracy...

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

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

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Strategic Pairing In the Classroom



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Summative ELPAC General PLDs

This document provides the general performance level descriptors (PLDs) for the Summative English Language Proficiency Assessment for California (ELPAC). These Summative general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12 \(CA ELD Standards\)](#) (PDF).

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 CA ELD Standards.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

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Descriptores de los niveles de dominio para los estándares de Desarrollo del idioma español (SLD) de California						
Destrezas de los estudiantes	Desarrollo del idioma español: Proceso continuo a través de los niveles de dominio					
	Emergente	Ampliación	Enlace	Enlace	Enlace	Aprendizaje permanente del lenguaje
Los estudiantes del español llegan a la escuela poseyendo una amplia gama de destrezas en su idioma materno adecuadas a su edad. Pueden tener diferentes niveles de dominio de la lectura y la escritura en su idioma materno dependiendo de sus experiencias previas en el hogar, la comunidad y la escuela. Como estudiantes del español como un nuevo idioma, los estudiantes adquieren conciencia metacognitiva de lo que es el lenguaje y de cómo se usa, y aplican este conocimiento en sus estrategias de aprendizaje del idioma, incluso aprovechando el conocimiento de su idioma materno.	Los estudiantes del español ingresan al nivel Emergente teniendo habilidades receptivas y productivas limitadas del español. A medida que progresan a través del nivel Emergente, empiezan a responder a tareas de comunicación más variadas usando con mayor facilidad las palabras y frases aprendidas.	Al egresar del nivel Emergente, los estudiantes tienen habilidades básicas de comunicación en español en contextos sociales y académicos. A medida que los estudiantes progresan a través del nivel de Ampliación, pasan de ser capaces de modificar frases y oraciones aprendidas en español para satisfacer sus necesidades inmediatas de comunicación y aprendizaje, a participar cada vez más en el uso del idioma español en situaciones más complejas y cognitivamente difíciles.	Al egresar del nivel de Ampliación, los estudiantes pueden utilizar el español para aprender y comunicarse sobre una variedad de temas y áreas de contenido académico.	A medida que los estudiantes del español progresan a través del nivel de Enlace, pasan de ser capaces de comunicarse de manera adecuada a las diferentes tareas, propósitos y audiencias, en una variedad de contextos sociales y académicos, a refinar y mejorar sus destrezas lingüísticas del español en una gama más amplia de contextos.	Al egresar del nivel de Enlace, los estudiantes pueden comunicarse de manera efectiva con diferentes tipos de audiencias en una amplia gama de temas conocidos y nuevos, para satisfacer las exigencias académicas en una variedad de materias.	Los estudiantes que han alcanzado "dominio total" en el idioma español según lo determinan los criterios estatales y/o locales, continúan adquiriendo cada vez mayor amplitud, profundidad y diversidad en la comprensión y la comunicación en español en una amplia variedad de contextos.
California Spanish Language Development Standards						
Pensamiento de alto nivel con apoyo lingüístico Los estudiantes del español poseen habilidades cognitivas adecuadas a su edad y experiencia. Con el fin de comunicar lo que piensan a medida que aprenden el español, pueden necesitar apoyo lingüístico variado, dependiendo de la dificultad lingüística y cognitiva de la tarea.	Alcance general del apoyo					
	Sustancial Los estudiantes en las primeras etapas del nivel Emergente pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece apoyo lingüístico sustancial . Conforme desarrollan una mayor familiaridad y facilidad con la comprensión y el uso del español, el apoyo puede ser moderado o ligero para las tareas o temas conocidos.	Moderado Los estudiantes en las primeras etapas del nivel de Ampliación pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico moderado . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español en una variedad de contextos, el apoyo puede ser ligero para las tareas o temas conocidos.	Ligero Los estudiantes en las primeras etapas del nivel de Enlace pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico ligero . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español altamente técnico, el apoyo puede no ser necesario para las tareas o temas conocidos en que se usa el español cotidiano.	Ocasional Los estudiantes que han egresado del nivel de Enlace se benefician del apoyo lingüístico ocasional en su aprendizaje permanente de español.		

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WIDA CAN Dos – Are not Standards, they are a tool for planning. They state what students CAN DO.

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

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

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

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

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Where do you fall in Spanish?

Resource Guide

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

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Point to stated pictures,	Sort pictures, objects	Locate, select, order	Compare/contrast	Draw conclusions from
LISTENING	- Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Analyze and apply oral information - Identify cause and effect from oral discourse	- Construct models based on oral discourse - Make connections from oral discourse
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view
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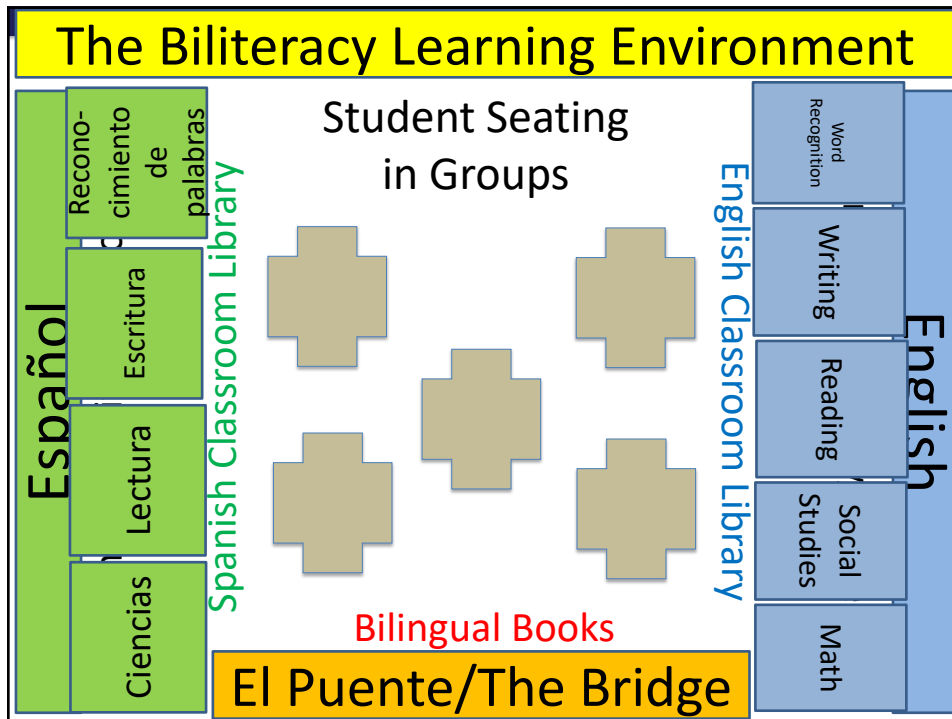
Spanish self assessment WIDA Descriptors

Levels of Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic linguistic register
4 - Can understand and produce most of what is said and written	Some challenges to understanding and production
5 - Very high functioning	Receptive and productive with isolated instances of challenge
6 - Native like	Receptive and Productive use

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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
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
Notes: Meaningful Frame (i.e., content and unit theme)			

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Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			Formative Assessment
Building Oracy, Background Knowledge: Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.			
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences		
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.			
Foundational Skills and Fluency: Word Recognition • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics			
Summative Assessment			
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.	

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Tengo derecho de ir a la escuela todos los días



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Es mi responsabilidad llegar a la escuela a tiempo



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¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a
colocarlas boca arriba?

¡Por supuesto!



En esta foto observo....

Es un(a)...
Son....

Pienso que es un(a)...Pero no sé
exactamente como se llama.

No sé lo
que es.

Estoy de acuerdo/desacuerdo porque...
Y quiero agregar que....
Ahora es mi turno.

Tomar turnos
con todas las
imágenes.

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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics

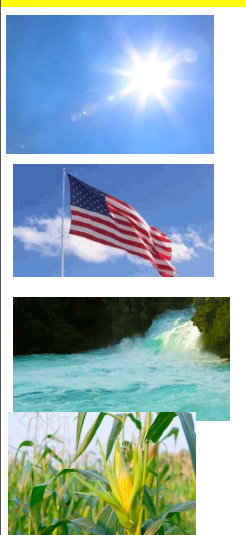
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Formative Assessment

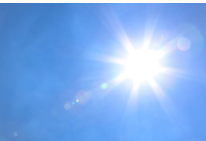
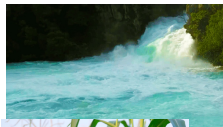
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Los recursos naturales a la izquierda son el/la ____.	Los recursos naturales a la derecha son el/la ____.
	

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Recursos naturales renovables		Recursos naturales renovables
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Recursos naturales renovables			Recursos naturales no renovables
    		  	

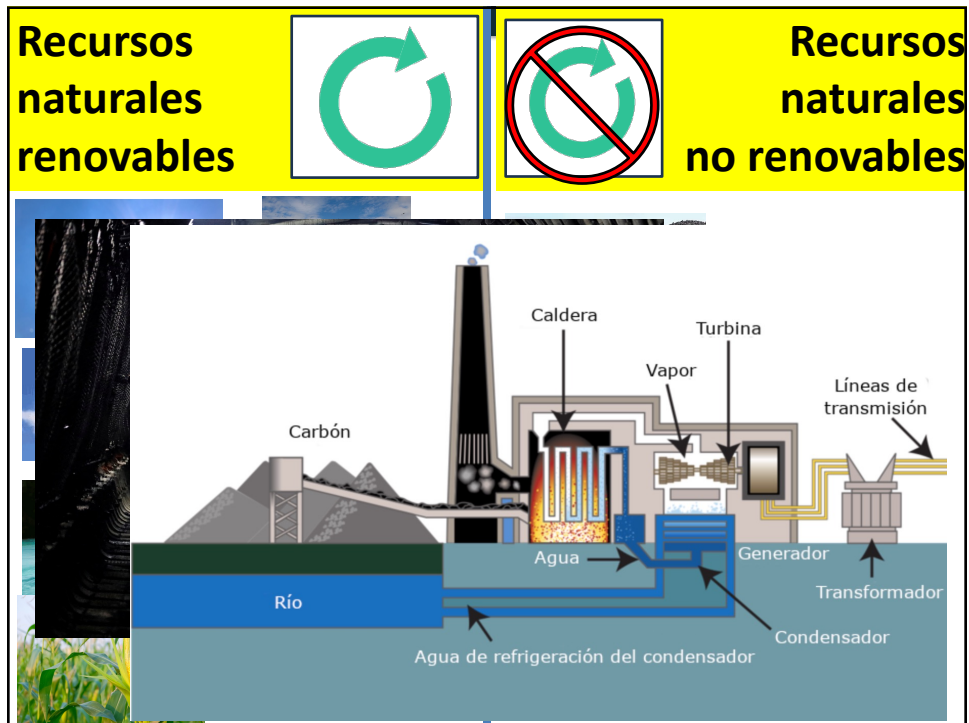
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Recursos naturales renovables			Recursos naturales no renovables
			

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la luz solar	los recursos no renovables
los recursos renovables	el viento
reponer	no se reponen
el gas natural	el mecanismo
captura	el petróleo
el agua corriente	convierte
podemos usar	el carbón
la materia vegetal	el panel solar
extraer	los recursos naturales
las fuentes de energía	la mina
quemar	la energía
la factoría	las turbinas eólicas
el pozo	la represa hidroeléctrica
la bomba	la plataforma petrolera
los biocombustibles	los combustibles fósiles





Esta palabra dice...

Va con esta imagen porque...

Y el movimiento que le corresponde es...

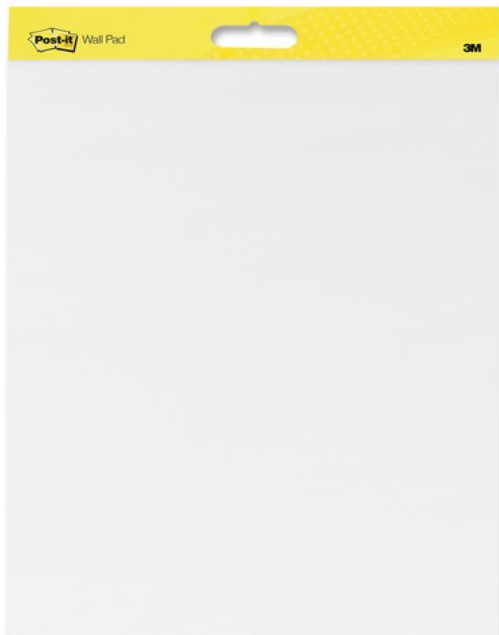
Estoy de acuerdo porque...

Me pregunto que piensas acerca de...

También quiero agregar que...

¡Gracias! Ahora es tu turno. Escoge una palabra.

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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		

Guiding Principles for Dual Language Education (Howard et al., 2018; p. 3)

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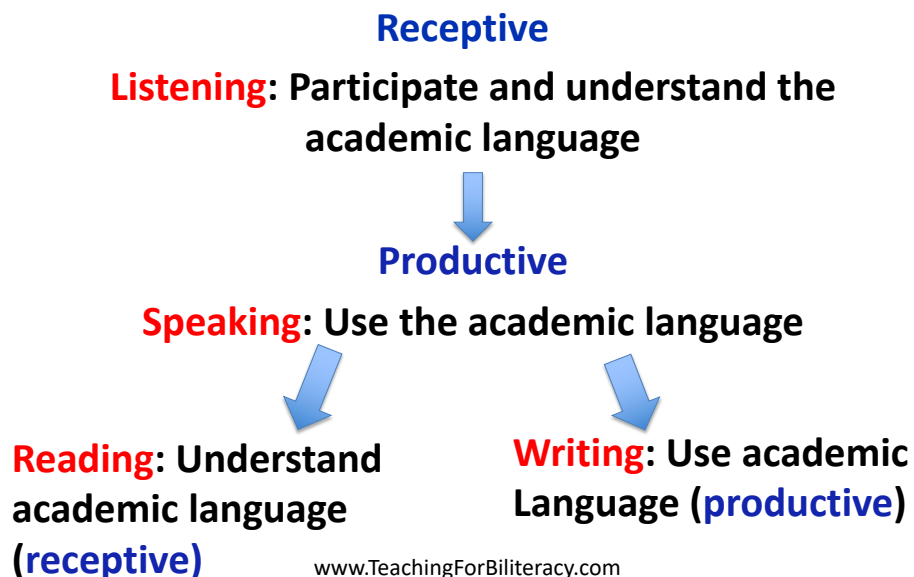
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Teachers	Coaches, TOSAs, & Specialist	School & District Leaders
<u>Instruction</u> - Strategies - Supports - Grouping Styles - Differentiation - Integration and unit flow - Classroom organization - Increase in rigor - Assessment and data use	<u>Classroom Support</u> - Using the context of the unit to support students - Co-teaching and modeling instruction - Planning for instruction - Professional development - Assessment and data use	<u>Structures</u> - Learning environment - Biliteracy Schedules - Pacing - Unit flow & rigor - Planning - Collaboration - Language development - Goals for PD - Collecting and using assessment data

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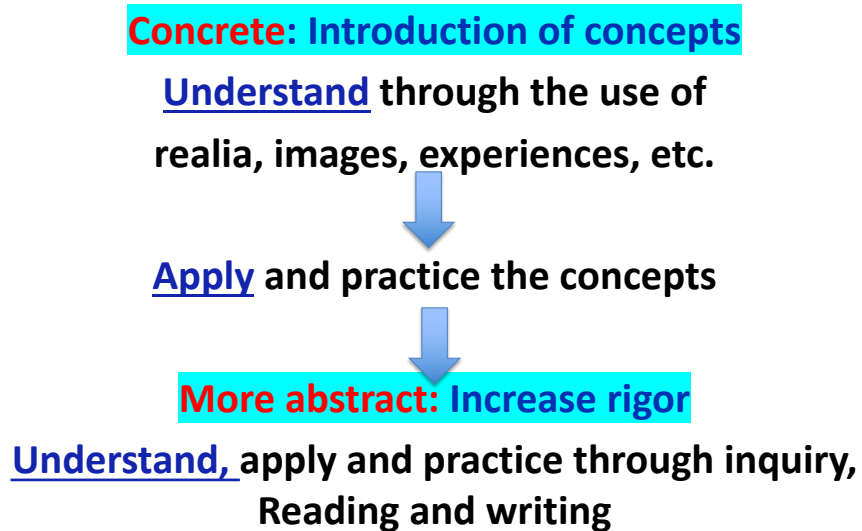
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Development of Oracy and background knowledge

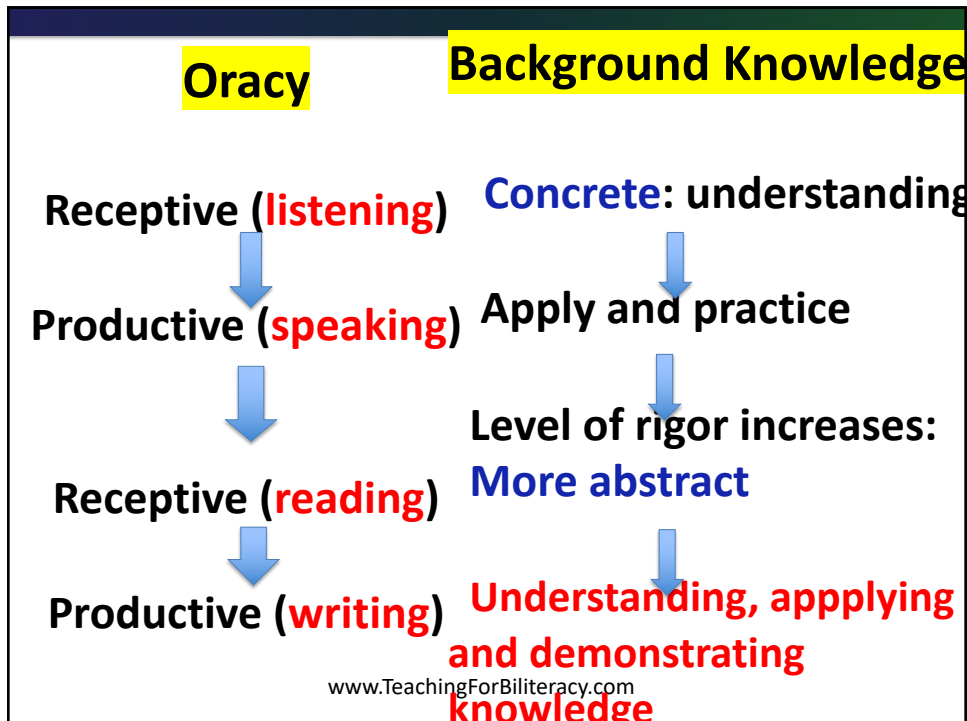


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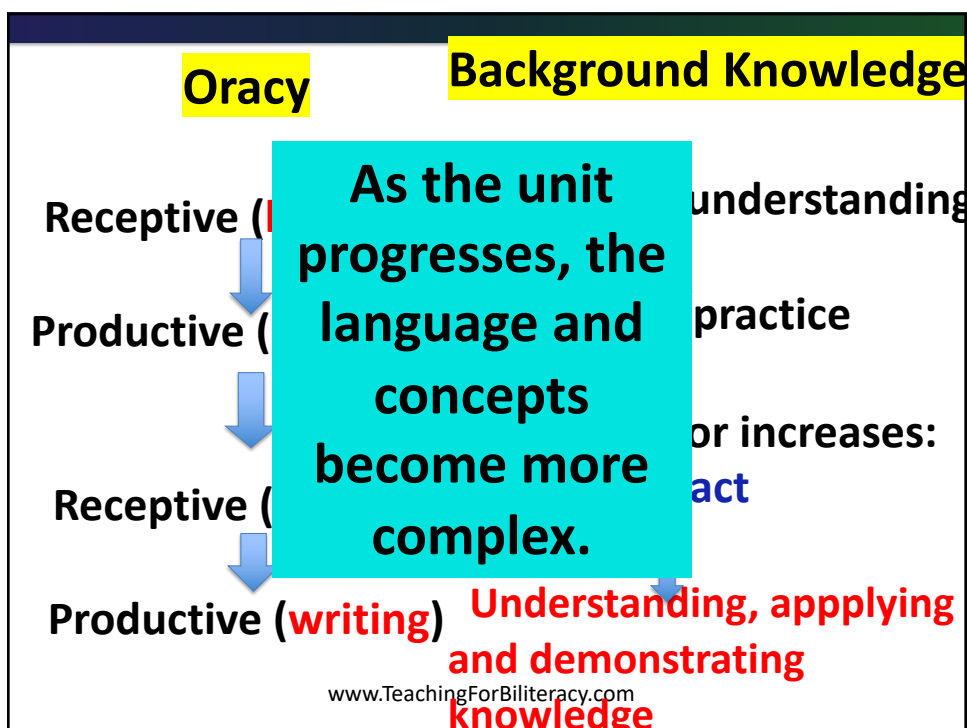
Development of background knowledge



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Debrief Sample Instruction: Discuss

- Any aha's you may have had
- How all students were able to participate actively and interactively regardless of language proficiency level
- Rigor and how it increased throughout the unit
- Release of Responsibility: "I do, we do, you do"
- Any other comments or observations

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Similarities

- The same approach to planning is used at every grade level: the Biliteracy Unit Framework (BUF) and standards guide planning
- Oracy and background knowledge come before literacy (i.e., language comprehension)
- A clear pedagogy is evident (student-centered, standards-based, language focused, integration of language, literacy and content)
- Instruction reflects the 3 pillars
- Biliteracy strategies can be used with all grades and all ages.

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Differences

- Rigor (the standards grow in rigor year after year).
- Biliteracy strategies are adjusted to meet the developmental stages of the students.
- The amount of language scaffolding may decrease the more bilingual students become in the older grades

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Individual and School Planning for Next Steps

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

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Agenda



Debrief Sample Instruction

- **The Multilingual Perspective**
- Strategic Use of Teacher Language: Establishing a Language Policy
- Research on Language Programs
- Planning for Sustainability: Vision and Pedagogy

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Concept A

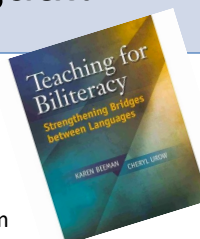
All students have a dominant language (L1 and L2)

Concept B

Many students are developing bilinguals whose first language is bilingual.

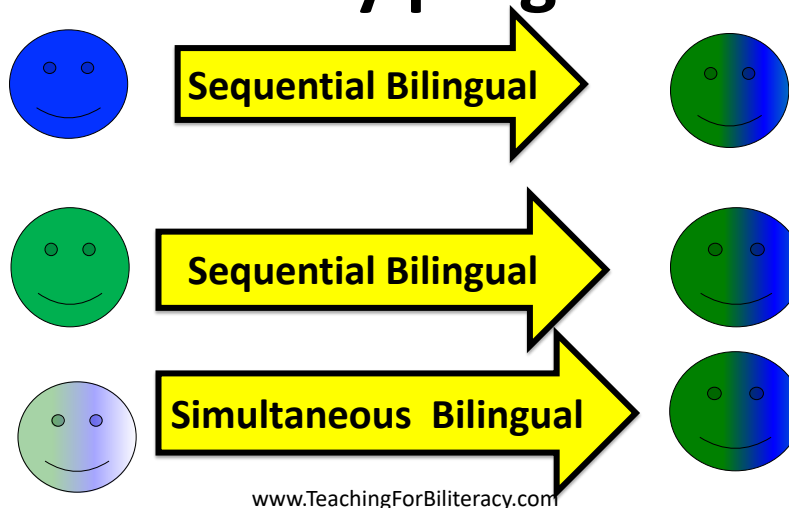
Chapter 1

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Students who enter the biliteracy program



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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.

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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)



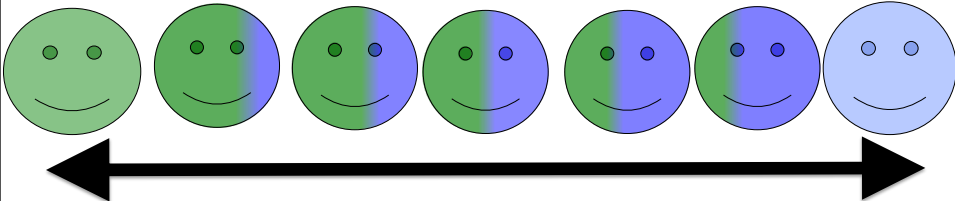
Teacher, I am planching. (Spanish verb for “to iron”)
Teacher, I am ironing.



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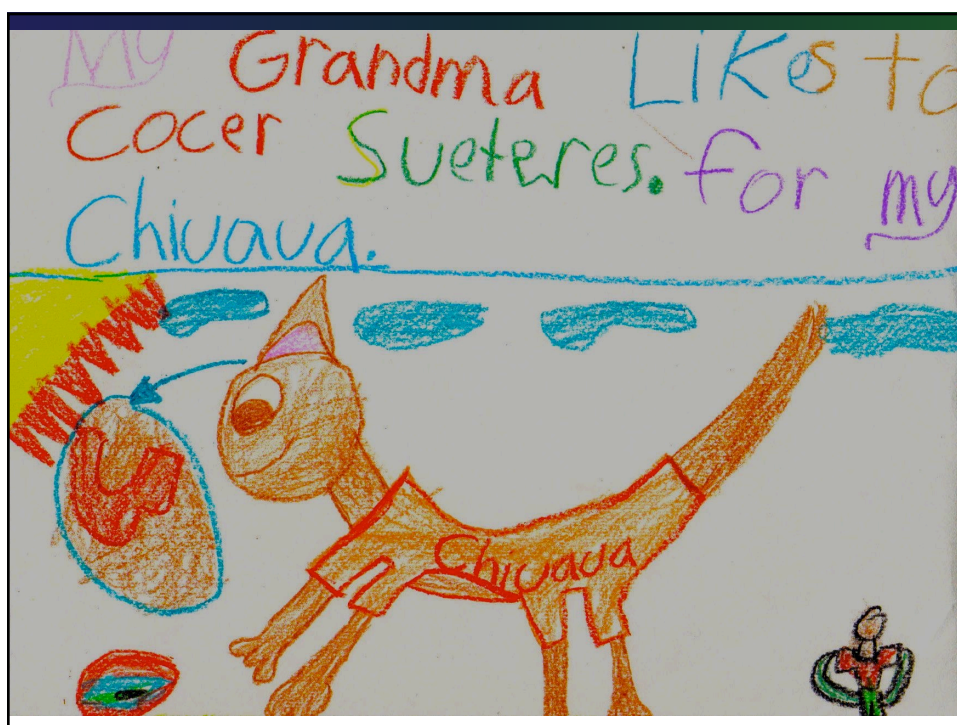
**ALL students involved in biliteracy
become **developing bilinguals****



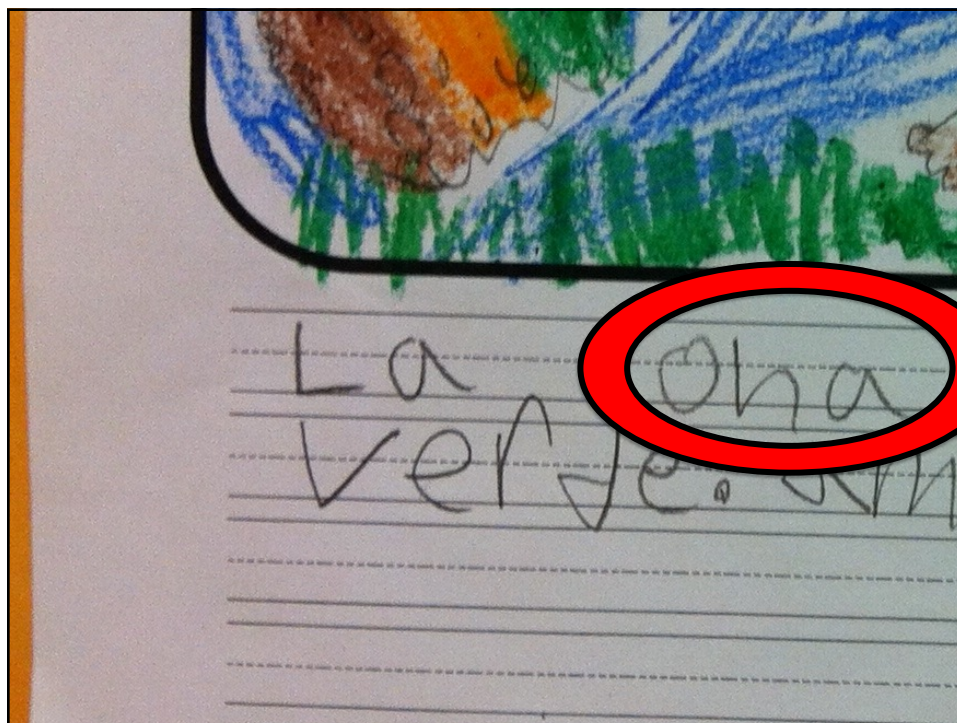
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46



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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

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49

Instruction anticipates and prepares for linguistic approximations.

the farmer	el farmero	el granjero el finquero
to push	puchar	empujar

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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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Research Connection



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 Connections: Translanguaging



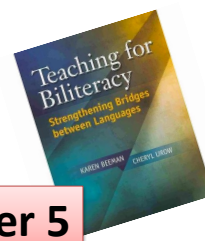
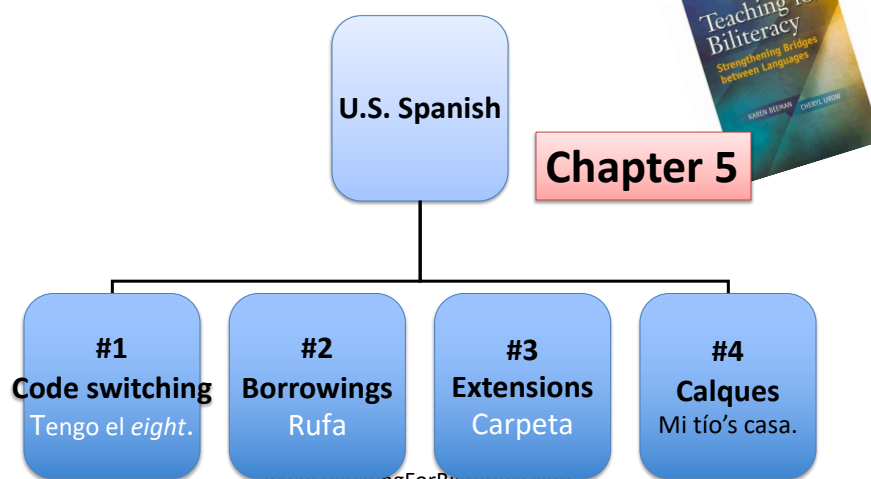
- Translanguaging refers to the interaction of two languages (or more) by bilingual students (Garcia, 2017).
- By engaging in contrastive analysis students develop metalinguistic awareness (Beeman and Urow, 2013).
- “Having translanguaging spaces for instruction does not in any way dismiss the need for 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.” (Seltzer, Woodley, 2014)

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Four Phenomena of Contact Languages

Dr. Kim Potowski, UIC



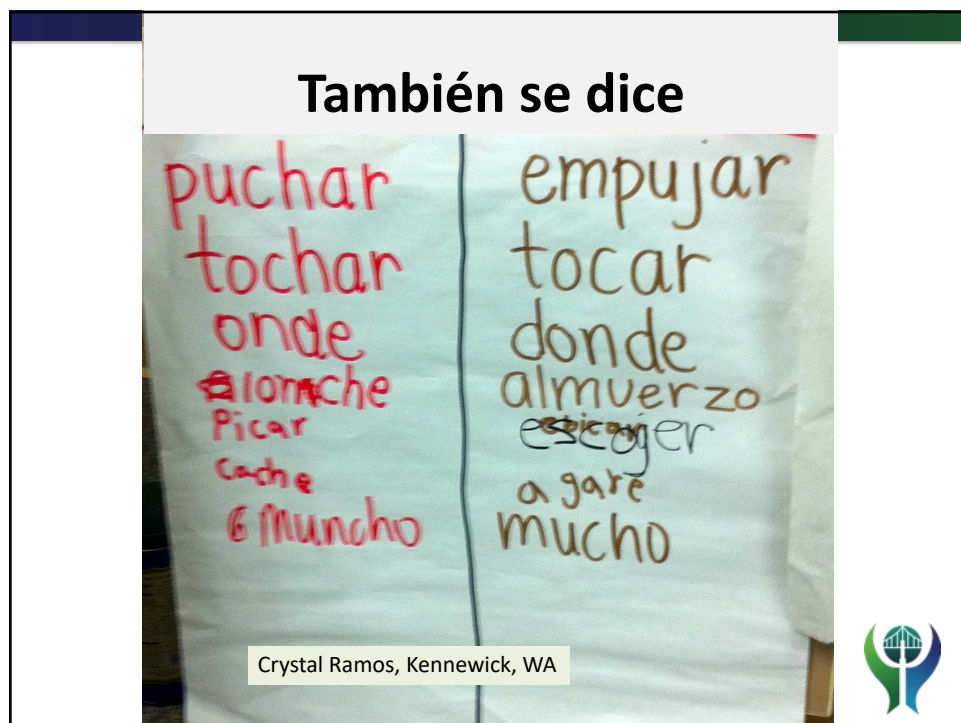
Chapter 5

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

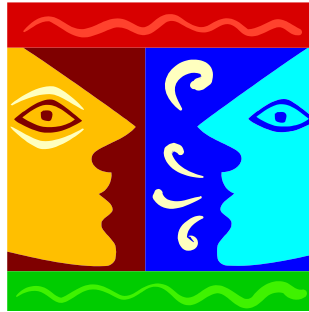
59

<u>Los regionalismos</u>			
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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Let's take a tour of our communities



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Cheryl

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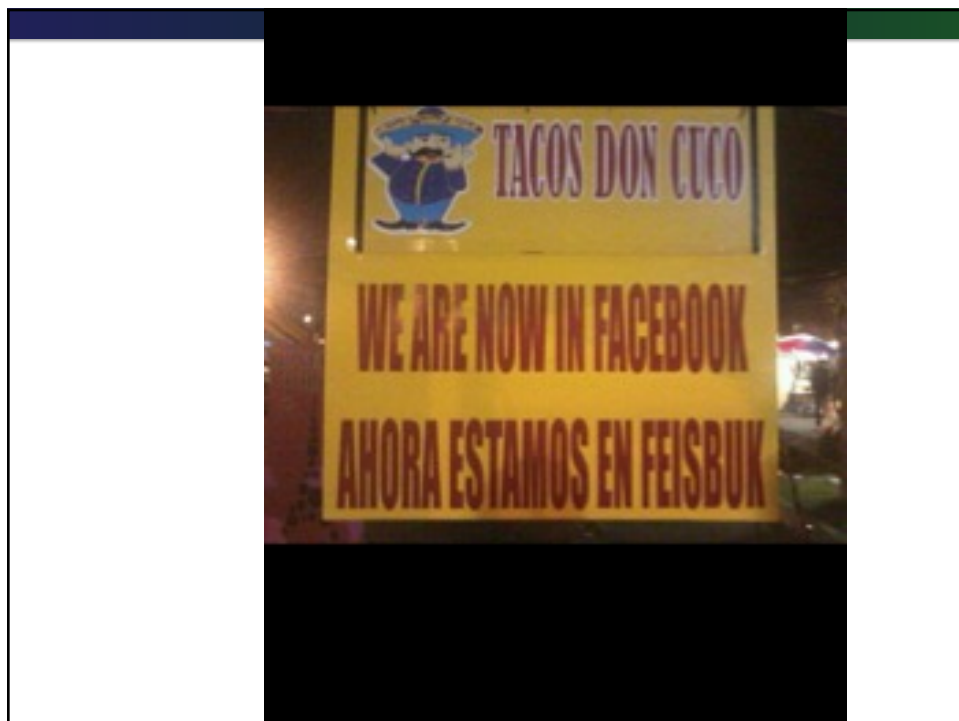
Beeman and Urow, 2012



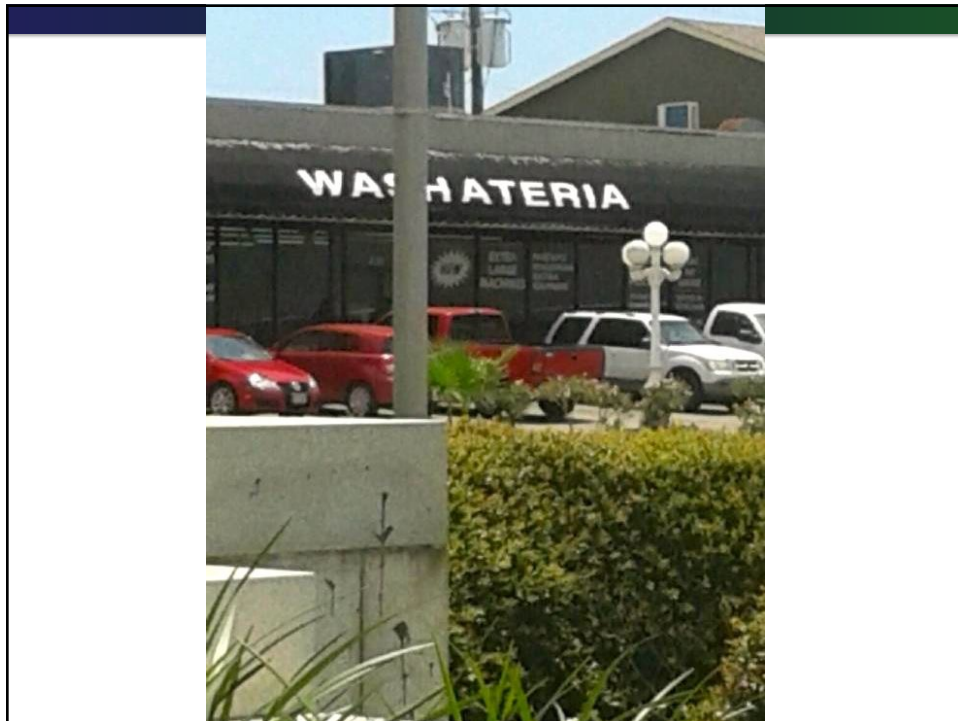
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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low 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)	Literacy is taught in 2 languages daily from Kinder on, and support students in transferring what they know in 1 language to the other and vice-versa (Simultaneous literacy).

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Research Connection



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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Sample Course Offerings – Woodstock High School, Illinois

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

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

Biology (Honors Option)

World History (Honors Option)

Global Issues

International Business



Vistas del Mundo Hispano II (Honors Option)

AP Spanish Language

AP Spanish Literature

Perspectivas Literarias

Intro to Latin American Studies (2020 school year)

Advanced Conversation and Phonetics (Dual Credit)

Latin American Studies (2020) (Dual Credit)

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Sample B: Content and Language Allocation – Middle School

Grade	Spanish Medium Courses	English Medium Courses
6	Spanish Language Arts - Honors or AP Spanish - Regular Spanish Science - Variety of levels and areas of focus	English language arts: - Honors English - Regular English - Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Social Studies – Variety of levels and areas of focus Specials and electives
7	Spanish Language Arts - Honors or AP Spanish - Regular Spanish Social Studies - Variety of levels and areas of focus	English language arts: - Honors English - Regular English - Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
8	Spanish Language Arts - Honors or AP Spanish - Regular Spanish Science - Variety of levels and areas of focus	English language arts: - Honors English - Regular English - Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Social Studies – Variety of levels and areas of focus Specials and electives

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

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts/ Social Studies English to Spanish (end of every unit): • Language Arts/Science • Math	Language Arts Science Math
First Grade	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts/ Social Studies English to Spanish (end of every unit): • Language Arts/Science • Math	Language Arts Science Math
Second Grade	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts/ Social Studies English to Spanish (end of every unit): • Language Arts/Science • Math	Language Arts Science Math
Third Grade	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	Language Arts Social Studies
Fourth Grade	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	Language Arts Social Studies
Fifth Grade	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	Language Arts Social Studies

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Sample TK Content and Language Allocation Plans

80/20		
Spanish 80%	The Bridge	English 20%
State Early Learning standard taught in Spanish within integrated units: Circle Time Gross Motor Centers	From Spanish to English at the end of every unit: • Circle time • Centers From English to Spanish at the end of every unit: • Centers • Circle Time	State Early Learning Standards taught in English within integrated units. Circle Time (only in half day) Gross Motor (included in full day)
50/50		
Spanish 50%	The Bridge	English 50%
California Early Learning Standards taught in Spanish within integrated units. Circle Time Gross Motor Centers	From Spanish to English at the end of every unit: • Circle time • Centers From English to Spanish at the end of every unit: • Centers • Circle Time	California Early Learning Standards taught in English within integrated units. Centers Circle Time Gross Motor

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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 once monoliteracy has been established. (Sequential literacy)	Literacy is taught 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).
Monolingual systems are used: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Biliteracy systems are used: biliteracy units (Spanish, the Bridge and English), assessments in 2 languages, 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 Mandarin or Spanish 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 PreK Full-Day Schedule 80/20

Full day – 390 total minutes

- 340 Spanish minutes
- 50 English minutes

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

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Sample PreK Full-Day Schedule 50/50

Full day – 390 total minutes

- 195 Spanish minutes
- 195 English minutes

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

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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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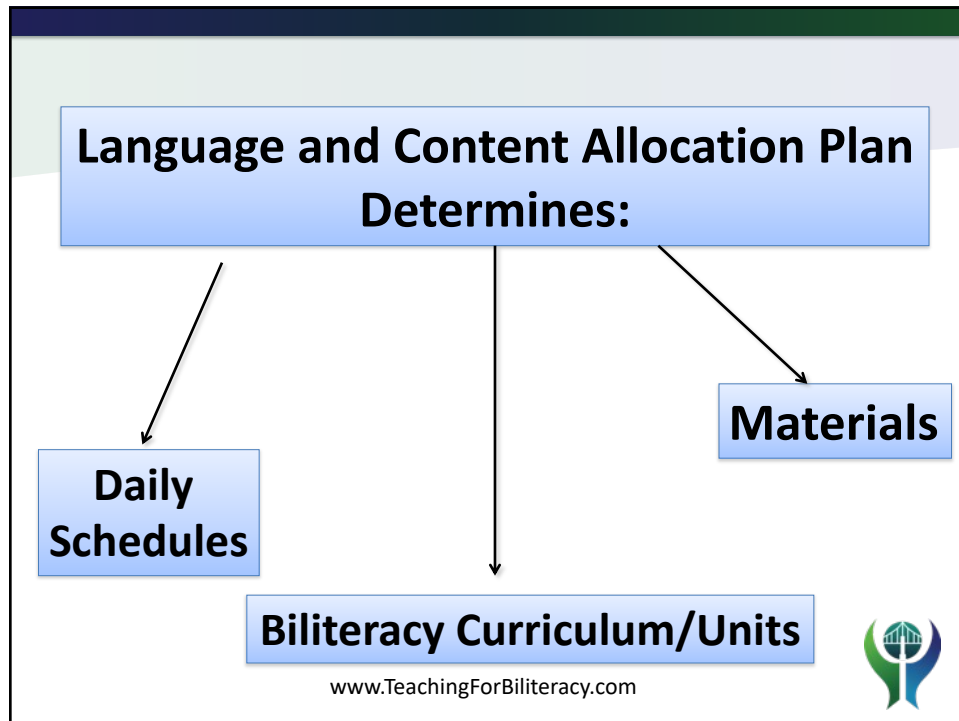


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Sample Course Offerings – Woodstock High School, Illinois	
At the high school level, biliteracy is often organized around credit hours – a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish 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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Yearlong Storyline							
Kindergarten: Language and Content Allocation 80% Spanish; 20% English							
Unit 1: SS & SLA: Myself and Others: Fairness in the Classroom/Civics	Unit 2: Science & SLA: Weather Observations and Structure Design	Unit 3: SS & SLA: Myself and My Environment: Geography	Unit 4: Science & ELA: Plant Survival Within Their Environment	Unit 5: SLA & SS: Myself and My History: History	Unit 6: Science & SLA: Animal Survival Within Their Environment	Unit 7: SS & SLA: Myself and My Economics: Economics	Unit 8: Science & SLA: Forces and Motion
Essential Question: How do my views and those of others contribute to fairness in my classroom?	Essential Question: What structures can be designed to reduce the warming effects of sunlight on Earth's surface?	Essential Question: How do my different environments (home, classroom, school, greater community) affect me?	Essential Question: What do plants need to meet their needs and survive within their environments?	Essential Question: Where do I come from?	Essential Question: What do animals and humans need to meet their needs and survive within their environments?	Essential Question: How do I and others get the things I need and want?	Essential Question: How do pushes and pulls affect the motion of an object?
Next Generation Science Standards: 1.1.K Describe needs and habitats of people in a community. 2.1.K Explain the need for and use of rules in various settings and outside of the school. 3.1.K Social Science Inquiry Skills: 1.K.2 Create questions to help inquiry about a topic with one or two sources with guidance from adults and/or peers. 1.K.3 Gather information from one or two sources with guidance from adults and/or peers. 1.K.4 Ask and answer one or two questions about arguments and explanations. 1.K.5 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. 1.K.6 Ask and answer one or two questions about arguments and explanations. 1.K.7 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. 1.K.8 Ask and answer one or two questions about arguments and explanations. 1.K.9 Use a model to represent the relationship between 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(including humans) and the places they live. 1.K.100 Ask and answer one or two questions about arguments and explanations. 	Next Generation Science Standards: K-PS-1 Make observations to determine the effect of sunlight on Earth's surface. K-PS-2 Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface. K-ESS-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS-3 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. K-ETS-1 Ask questions to help guide inquiry about a topic with guidance from adults and/or peers. K-ETS-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. 	Illinois Social Science Standards: SS.G.1.K Explain how weather, climate, and other environmental characteristics affect people's lives. SS.G.2.K Identify and explain how people and goods move from place to place. Illinois Social Science Inquiry Skills: SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers. SS.IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers. SS.IS.4.K-2 Ask and answer questions about arguments and explanations. 	Next Generation Science Standards: K-LS.1.K Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS-3 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. K-ETS-1 Ask questions to help guide inquiry about a topic with guidance from adults and/or peers. K-ETS-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. 	Illinois Social Science Standards: SS.H.1.K Compare life in the past to life today. SS.H.2.K Examine the significance of our national holidays and the heroism and achievements of people associated with them. Illinois Social Science Inquiry Skills: SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers. SS.IS.3.K-2 Explore facts from various sources that can be used to answer the developed questions. SS.IS.4.K-2 Gather information from one or two sources with guidance and support from adults and/or peers. SS.IS.5.K-2 Ask and answer questions about arguments and explanations. 	Next Generation Science Standards: K-LS.1.K Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS-3 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. K-ETS-1 Ask questions to help guide inquiry about a topic with guidance from adults and/or peers. K-ETS-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. 	Illinois Social Science Standards: SS.EC.1.K Explain choices are made because of scarcity (i.e., because we cannot have everything we want). Illinois Social Science Inquiry Skills: SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers. SS.IS.3.K-2 Explore facts from various sources that can be used to answer the developed questions. SS.IS.4.K-2 Gather information from one or two sources with guidance and support from adults and/or peers. SS.IS.5.K-2 Ask and answer questions about arguments and explanations. 	Next Generation Science Standards: K-PS-1 Plan and conduct investigation to compare the effect of different strengths or other directions of pushes and pulls on the motion of an object. K-PS-2 Analyze data to design a solution works as intended to change the speed or direction of an object with a push or pull. K-ETS-1 Ask questions, observations, and gather information about a situation want to change to define a problem that can be solved the development of a new or improved object or tool. K-ETS-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Writing Standards - W.K.1 Opinion (Personal Essay) W.K.7, W.K.8	Writing Standards - W.K.2 Informative (Weather Report) W.K.5, W.K.7	Writing Standards - W.K.2 Informative (Informational Book) W.K.5, W.K.7	Writing Standards - W.K.3 Narrative (Fantasy Story) W.K.5, W.K.8	Writing Standards - W.K.3 Narrative (Personal Narrative Including a Timeline) W.K.5, W.K.8	Writing Standards - W.K.1 Opinion (Petition) W.K.7, W.K.8	Writing Standards - W.K.2 Informative (Fact Sheet) W.K.6, W.K.7	Writing Standards - W.K.3 Narrative (Personal Narrative) W.K.6, W.K.7
Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9	Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9	Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9	Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9	Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9	Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9	Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9	Reading Standards - Literacy Texts RL.K.3, RL.K.5, RL.K.9
Unit 1 ELA & Universal Theme: Friendship 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11	Unit 2 ELA & Universal Theme: Teamwork 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	Unit 3 ELA & Universal Theme: Courage 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	Unit 4 ELA & Universal Theme: Family 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	Unit 5 ELA & Universal Theme: Family 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	Unit 6 ELA & Universal Theme: Family 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	Unit 7 ELA & Universal Theme: Family 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	Unit 8 ELA & Universal Theme: Family 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11
Essential Question: How do I and others get the things I need and want?	Essential Question: How do I and others get the things I need and want?	Essential Question: How do I and others get the things I need and want?	Essential Question: How do I and others get the things I need and want?	Essential Question: How do I and others get the things I need and want?	Essential Question: How do I and others get the things I need and want?	Essential Question: How do I and others get the things I need and want?	Essential Question: How do I and others get the things I need and want?
Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8	Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8	Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8	Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8	Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8	Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8	Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8	Writing Standards - W.K.1 Opinion (Letter) W.K.5, W.K.6, W.K.8
Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9	Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9	Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9	Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9	Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9	Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9	Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9	Reading Standards - Informative Texts RI.K.2, RI.K.5, RI.K.7, RI.K.9

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Spanish Language Arts Year Long Storyline		Kindergarten: Language and Content Allocation 50% Spanish: 50% English		Unit 4: Science and Spanish Language Arts Forces and Motion	
Unit 1: Science and Spanish Language Arts Weather Observations and Structure Design		Unit 2: Science and Spanish Language Arts Plant Survival Within Their Environment		Unit 3: Science and Spanish Language Arts Animal Survival Within Their Environment	
Essential Question: What can we observe about our Earth's weather?		Essential Question: What do plants need to meet their needs and survive within their environments?		Essential Question: How do animals and plants meet their needs and survive within their environments?	
Next Generation Science Standards: K-LS1-1. Use observations to determine the effect of an Earth's surface on weather. K-LS1-2. Use tools and materials provided to design and construct a model that will reduce the warming effect of an Earth's surface. K-LS1-3. Use and share observations of local weather to describe patterns over time. K-LS1-4. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved the development of a new or improved object or tool. K-LS1-5. Develop a simple sketch, drawing, or model to illustrate how the shape of an object might be used to solve a given problem.		Next Generation Science Standards: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. K-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-ETS1-2. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. K-ETS1-3. Communicate solutions that will reduce the impact of human actions on the land, water, air, and/or other living things and the places they live. K-ETS1-4. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		Next Generation Science Standards: K-ESS2-1. Plan and conduct an investigation to compare effects of different forces on different designs of pushers and pulls on the motion of an object. K-ESS2-2. Analyze data to determine if a design solution, as intended to change the speed or direction of an object, is a push or a pull. K-ESS2-3. Use and share observations of local weather conditions to describe patterns over time. K-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-ETS1-3. Analyze data from tests of two designs to solve the same problem to compare the strengths and weaknesses of how each performs.	
Writing Standards - W.K.2 Informative (Weather Report) W.K.5, W.K.8		Writing Standards - W.K.3 Narrative (Fantasy Story) W.K.5, W.K.8		Writing Standards - W.K.1 Opinion (Petition) W.K.7, W.K.8	
Reading Standards - L.K.2 Informative Texts RI.K.2, RI.K.6, RI.K.7		Reading Standards - L.K.2 Narrative Texts RI.K.3, RI.K.6, RI.K.9		Reading Standards - L.K.1 Opinion Texts RI.K.3, RI.K.5, RI.K.8, RI.K.9	
Unit 1: Social Studies and English Language Arts Others, Fairness in the Classroom, Civics		Unit 2: Social Studies and English Language Arts Myself and My Environment - Geography		Unit 3: Social Studies and English Language Arts Myself and My History - History	
Essential Question: How do my views and those of others contribute to fairness in my classroom?		Essential Question: How do my different environments (home, classroom, school) affect me?		Essential Question: How do I come from where I live?	
Next Generation Social Studies Standards: SS.1. Understand the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. SS.2. Understand human influences and actions on the environment. SS.3. Understand human influences and actions on the environment. SS.4. Understand human influences and actions on the environment. SS.5. Understand human influences and actions on the environment. SS.6. Understand human influences and actions on the environment. SS.7. Understand human influences and actions on the environment. SS.8. Understand human influences and actions on the environment. SS.9. Understand human influences and actions on the environment. SS.10. Understand human influences and actions on the environment. SS.11. Understand human influences and actions on the environment. SS.12. Understand human influences and actions on the environment. SS.13. Understand human influences and actions on the environment. SS.14. 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Biliteracy Unit Framework (BUF)

Unit Theme:

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

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Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

Content Area Instruction

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

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Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		
Building Oracy, Background Knowledge, and Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	Formative Assessment
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency (Word Study) • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	

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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, ago, 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, <i>exclamation points</i> , apostrophes, <i>ellipses</i> , 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 <i>incorrectly</i>	2
1	Represents sounds in words	1
0	Message is not discernable	0

Biliteracy Assessments

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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).
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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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 bilingual</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

- ✓ Debrief Sample Instruction
- ✓ The Multilingual Perspective
 - **Strategic Use of Teacher Language: Establishing a Language Policy**
 - Research on Language Programs
 - Planning for Sustainability: Vision and Pedagogy

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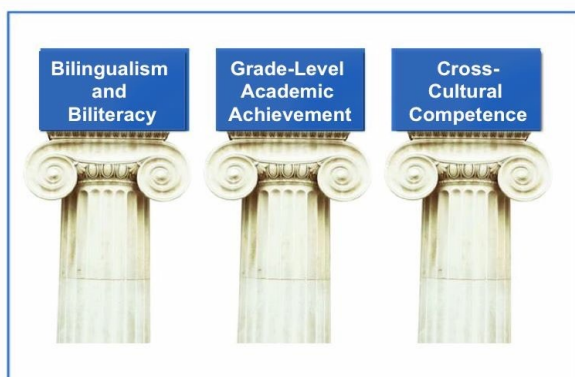


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The goals of Dual Language



Three Pillars of Dual Language Education



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Language Policy: 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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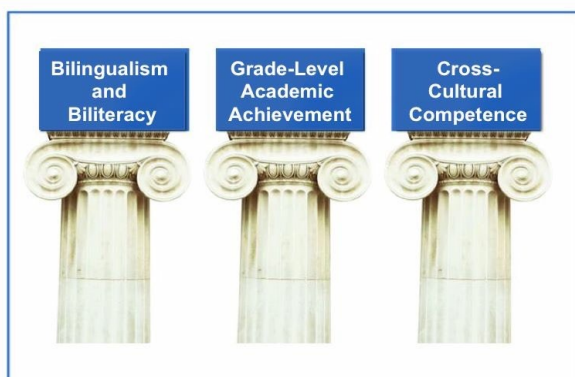
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The goals of Dual Language



Three Pillars of Dual Language Education



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Scenario 1 : Spanish instruction	Scenario 2: Spanish instruction
M: Ayer aprendimos que el aire pesa. <i>Yesterday we learned that air has weight. Y ¿qué aprendimos acerca del aire y el espacio? And what have we learned about air and space?</i>	T: Ayer aprendimos que el aire pesa. <i>What did we learn about air and space?</i>
E1: M: 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: 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

M: Ayer aprendimos que el aire pesa. *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?*

E1: ...that air takes up space.

M: *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?*

E2: *Hmmm....Yes, with a paper cup.*

M: *Did we use anything else besides the paper cup? ¿Utilizamos algo más que el vaso de papel?*

E3: Una toallita de papel.

E4: *And 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?*

Scenario 2: Spanish instruction

M: Ayer aprendimos que el aire pesa. *What did we learn about air and space?*

E1: ... that air takes up space.

M: ¡Si! *You are right! Y el experiment... Do you remember what we did?*

E2: *Something with a paper cup.*

M: And what else... *¿no usamos algo más?*

E3: Una servilleta

E4: Agua y vaso.

M: *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?*

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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.	Needs of students at levels 1 and 2 are not met. 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 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 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.	Needs of students at levels 1 and 2 are not met. 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 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 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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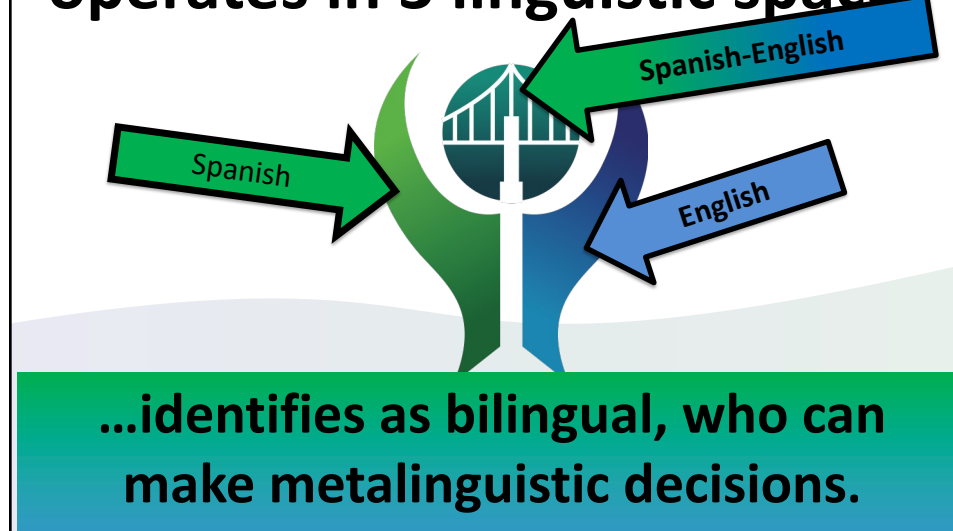
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Language Use in DL has evolved over time

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



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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.

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.

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.

4. Use Academic Language
• Build complete sentences and explain your thinking.
• Use sentence stems to share ideas.
• "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.

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

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

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

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



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Expectativas de lenguaje

Durante el tiempo de español en la clase, nosotros:

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

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ENGLISH

Language Expectations 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 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

- ✓ Debrief Sample Instruction
- ✓ The Multilingual Perspective
- ✓ Strategic Use of Teacher Language: Establishing a Language Policy
 - **Research on Language Programs**
 - Planning for Sustainability: Vision and Pedagogy

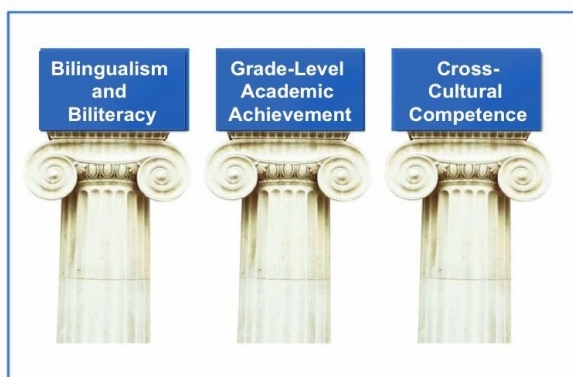
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The goals of Dual Language

Three Pillars of Dual Language Education



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

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The potential of dual language education

All groups of **dual language students** score higher. Students in dual language programs score higher on state and national tests than students who are attending any other type of program.

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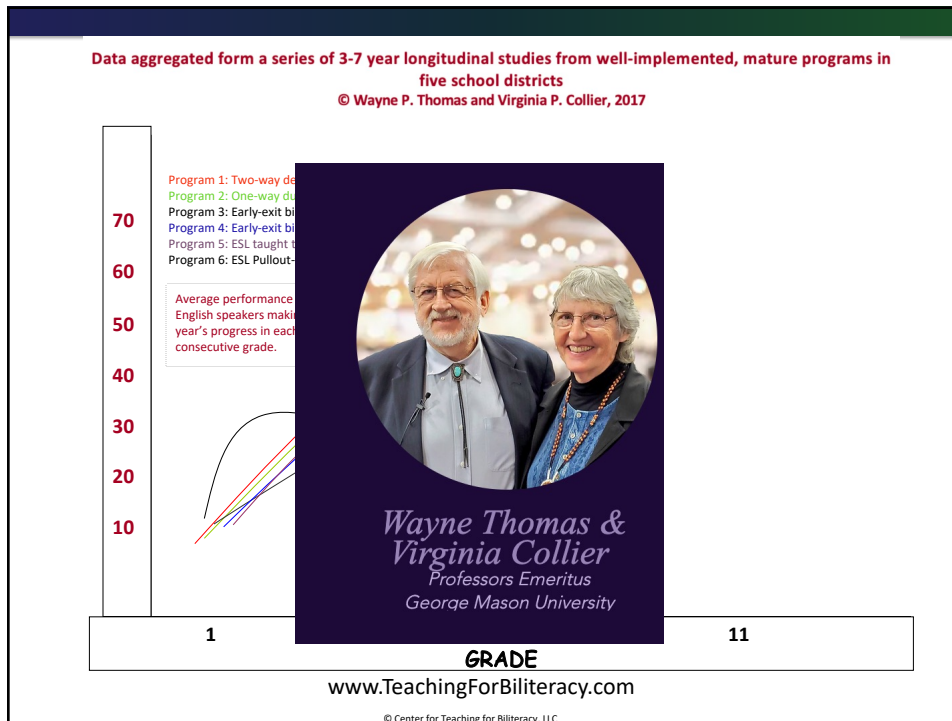
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Who does well in dual language programs?

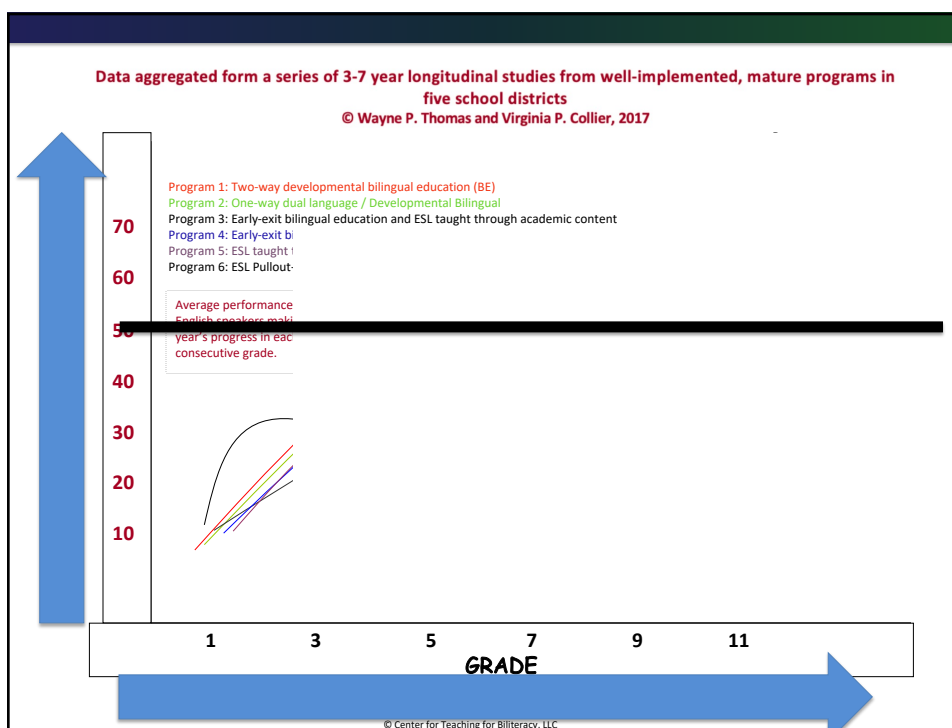
All dual language groups outscore their comparison-group peers not in dual language – including:

- English learners/ Emergent bilinguals
- Native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- Students of low-income background
- Students identified as qualifying for Title I
- And students with special education needs of all categories of exceptionality.

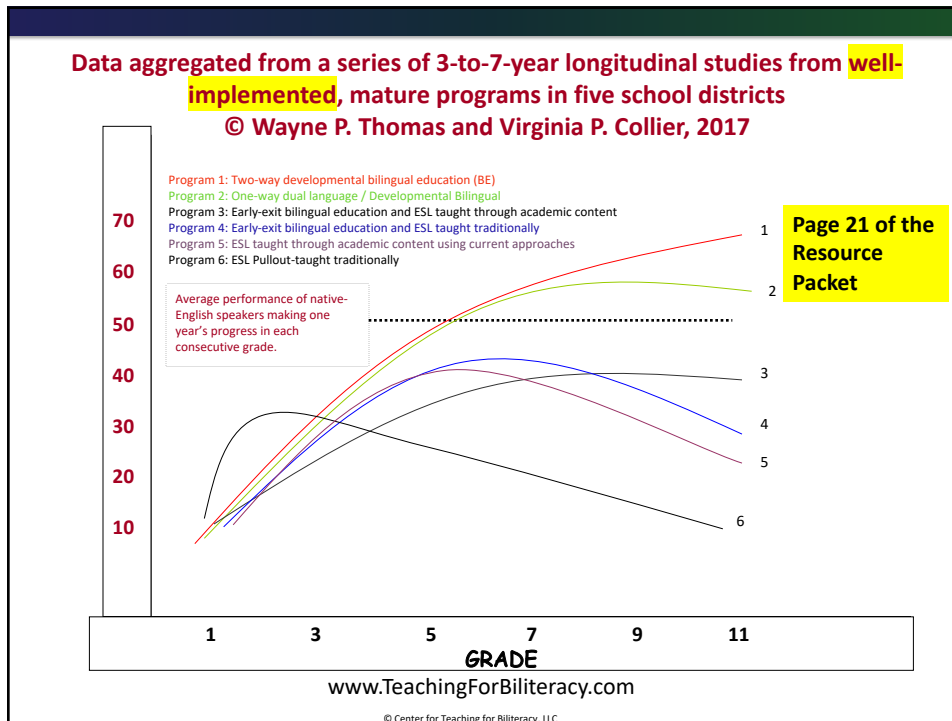
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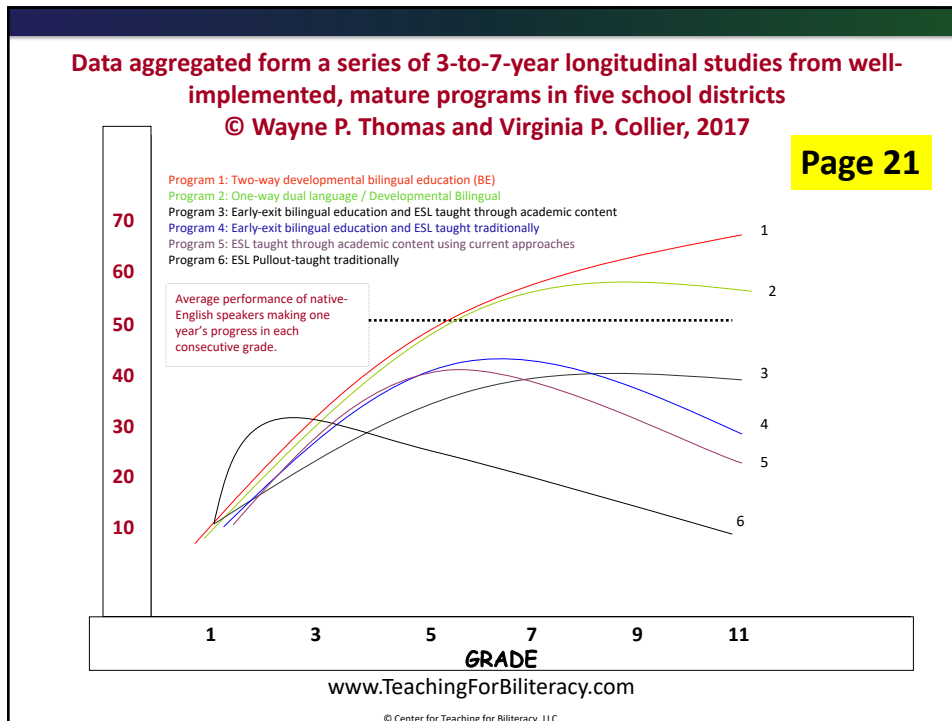
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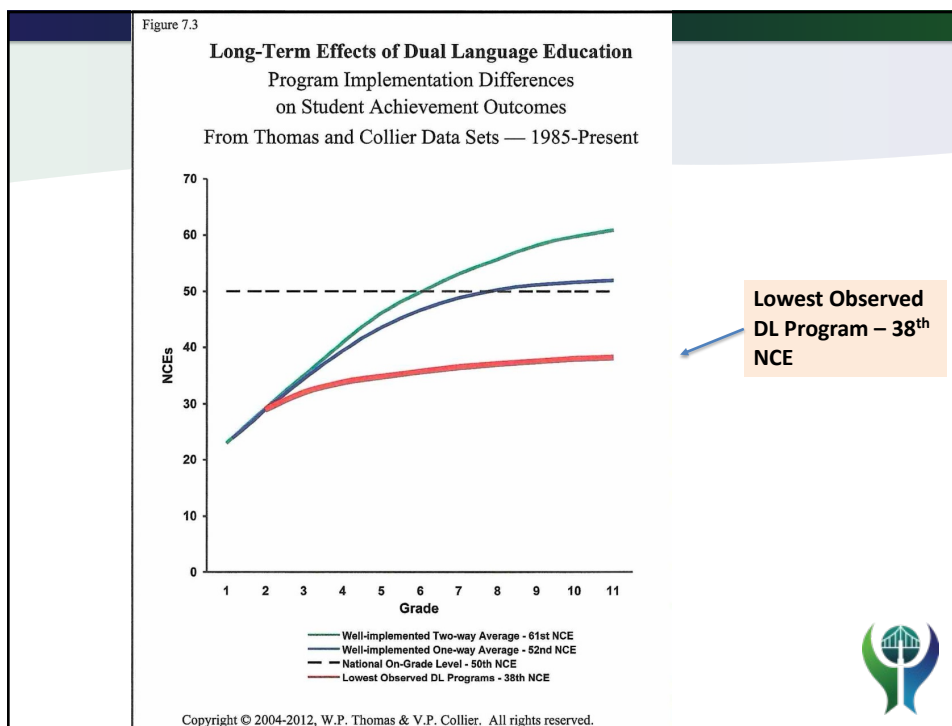
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Research Connection



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)

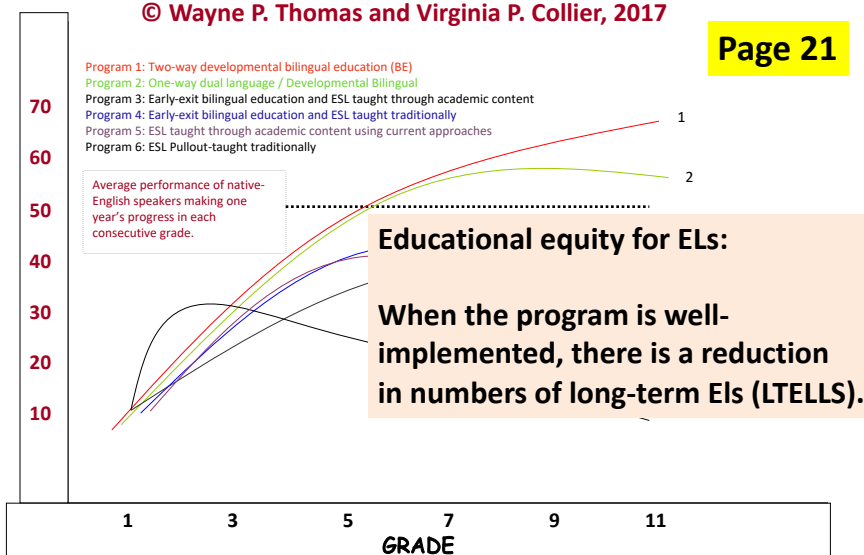
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Data aggregated from a series of 3-to-7-year longitudinal studies from well-implemented, mature programs in five school districts

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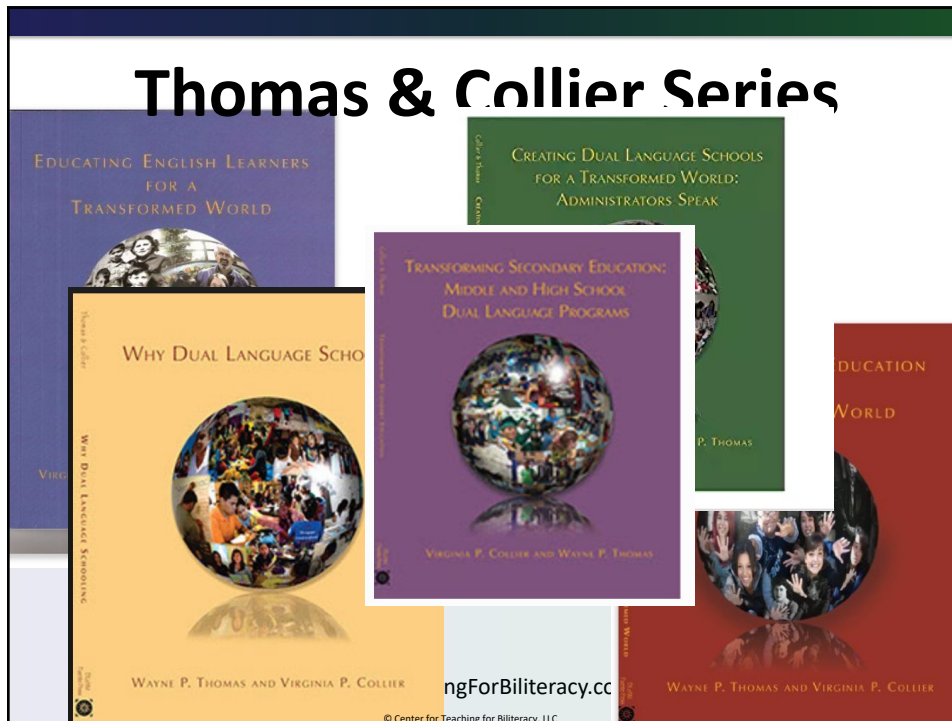
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Questions to Consider:

- Who is the program for (for what students)? Why?
- How are you documenting student achievement? Are you disaggregating the data for your students? How many Long Term ELs do you have at the secondary level?
- Are all of your students in DL outperforming their counterparts in monolingual education?
- How could your biliteracy/DL program be enriched?

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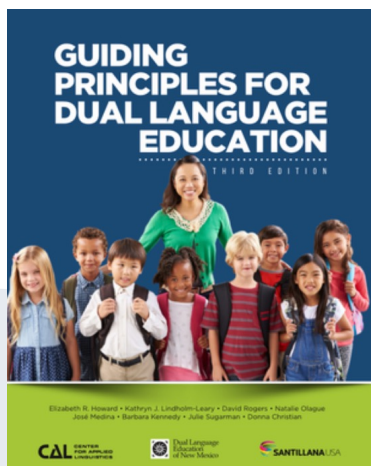
**How do we ensure our students
reach the potential of dual
language?**

**We make sure our programs are
well-implemented programs.**

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<http://www.cal.org/resource-center/publications-products/guiding-principles-3>



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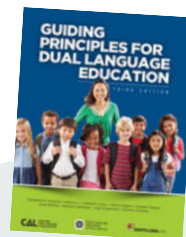
Characteristics of Effective Dual Language Programs (CAL Guiding Principles): Strand 1 Program Structure

- Vision and goals that define expectations for achievement
- Instructional focus and commitment to achievement and high expectations
- Equity
- Leadership
- Ongoing, continuous program planning

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Strand 1: Program Structure

“Studies of effective schools consistently and conclusively demonstrate that **high-quality programs** have a **cohesive school-wide shared vision**; a **set of goals** that define their expectations for achievement; and an **instructional focus and commitment** to achievement and high expectations...”

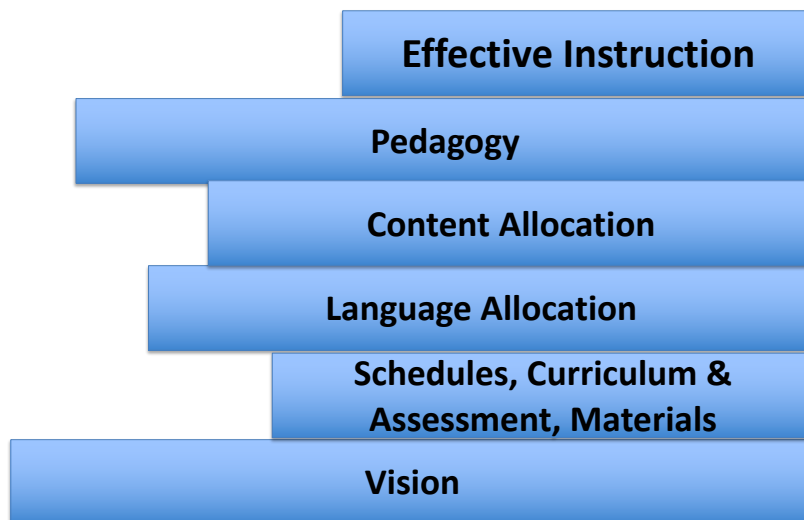


CAL Guiding Principles, page 10

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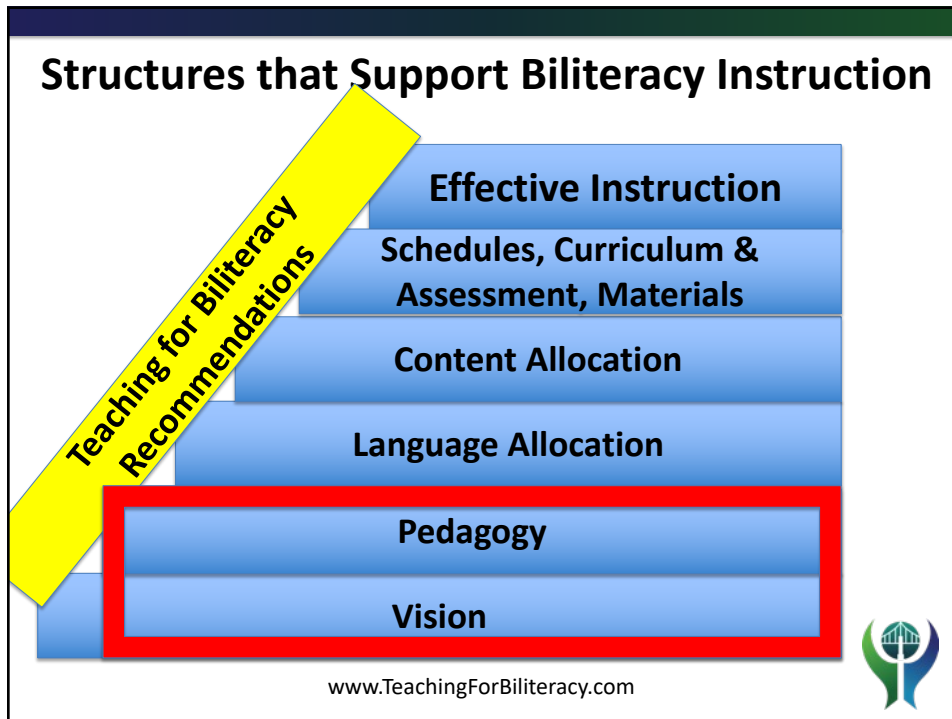
Structures that Support Biliteracy Instruction



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Sample A District Biliteracy Vision and Pedagogy: 50/50

Goals of Our Dual Language Program

The goal of our program is for our students to become bilingual and biliterate (Spanish/English) and socio-culturally competent global citizens as they achieve grade level (or higher) standards.

Who is our Dual Language Program for?

Our program is designed to be inclusive, aiming to also close the opportunity/achievement gap for our English Learners. We accept students identified as English Learners (whether sequential or simultaneous) from Spanish-speaking homes. If there are still seats available, students with a different home language, also identified as English Learners, are eligible. The remaining seats are offered, via a lottery, to any non-English Learner whose family wishes them to acquire a second language.

Program Structure

In our program, students have a balanced daily routine using a 50/50 program model. Students receive instruction in each program language every day. From kindergarten through 5th grade, students spend half of their instructional minutes in a Spanish classroom and the other half in an English classroom. This ensures that they are fully immersed in both languages, fostering their bilingual and biliterate development.

Our Instructional Pedagogy

Biliteracy instruction aims for students to learn effective, comprehensible reading and writing strategies in Spanish and English by engaging with each language daily. According to Watkins and Kritisson, an integrated unit allows students to notice meaning and purpose and to gain a deeper understanding of the content (2007). Therefore, standards-based interdisciplinary units of instruction are used to craft instruction.

Using an inquiry-based literacy model, students in our program engage with multiple high-leverage strategies and independent reading/writing, small group instruction, interactive reading/writing, mini-lessons, and group sharing based on a foundation of oracy, language comprehension, and background knowledge. Reading and writing achievement is developed through instruction that consistently scaffolds for language by using language supports (sensory, graphic, and interactive) in multiple environments strategically selected by the teacher based on student needs and include abundant, rich, diverse, and culturally relevant texts.

Spanish 50%	Pre-Kindergarten: 80/20 The Bridge	English 50%
State Early Learning standard taught in Spanish within integrated units: Circle Time Gross Motor Centers	From Spanish to English at the end of every unit: • Circle time • Centers From English to Spanish at the end of every unit: • Centers • Circle Time	State Early Learning Standards taught in English within integrated units. Circle Time (only in half day) Gross Motor (included in full day)

Person A

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Sample B: District Biliteracy Vision and Pedagogy: 80/20

Program Goals:

In School District B, the goal of the biliteracy program is for students to develop listening, speaking, reading, and writing skills in Spanish and English to become bilingual and biliterate. Students will develop grade-level academic achievement in Spanish and English, equipping them with enhanced opportunities in their future endeavors. Through the biliteracy program, students will develop socio-cultural competence by understanding their cultural heritage and identity, enabling them to effectively interact, understand, and appreciate the diverse cultural backgrounds, values, beliefs, and customs of others.

Program Beliefs:

School District B will create a caring, cooperative, and accepting school environment that nurtures the overall development of each student, encompassing their social, emotional, and cognitive growth. We also believe in actively involving families as essential partners in their children's formal education. Research confirms that students engaged in effectively implemented dual language programs perform at or above grade level on district and state assessments and attain advanced levels of proficiency in both languages (Collier & Thomas, 2017).

Program Structure:

School District B is an 80/20 program where students spend 80% of the day learning in Spanish and 20% learning English in Kindergarten. By third grade, students spend 50% of their day learning Spanish and 50% English. Students who begin the program in kindergarten are expected to reach the program goals by the end of 5th grade. Literacy instruction occurs in each program language beginning in kindergarten.

Enrollment:

Incoming PreK, kindergarten, and first day of first-grade students will have the opportunity to enroll in the School District's Biliteracy Program, regardless of language spoken at home. Once enrolled, students are expected to participate in the program for their elementary education (K-5). All families new to School District B whose Home Language Survey includes Spanish are invited to enroll in the biliteracy program at any grade level. Additionally, students from English-speaking homes or homes where a language other than Spanish or English is spoken are also invited to enroll in PreK, kindergarten, or the first day of first grade. Students transferring from other dual language programs are accepted into the program at all grade levels, as are all Spanish-speaking newcomers.

School District Biliteracy Pedagogy:

Students in our program receive daily Spanish and English instruction. Research indicates that students typically take 5-7 years to achieve proficiency in a second language (Cummins, 1996). Dual language classrooms are language-rich classrooms where teachers meet the needs of students based on their language proficiency levels, use multiple high-leverage biliteracy strategies, and incorporate various sensory, graphic, and interactive supports throughout instruction. In addition:

- We support language development through standards-based units that integrate language arts (listening, speaking, reading, writing, and foundational skills) and content areas such as science or social studies (Center for Applied Linguistics: Guiding Principles of Dual Language, 2018).
- Teachers use an inquiry-based instructional approach that develops students' academic listening and speaking skills (oracy) and proficiency in reading and writing by connecting all instruction within a meaningful frame based on a unit theme and topics related to the grade level standards. Instruction is purposeful, intentional, planned, and student-centered, incorporating many opportunities for students to engage in academic conversations throughout instruction.

Person B

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As you read your document:

- Underline words that refer to the 3 pillars of dual language
- Circle words that refer to the pedagogy used to meet the 3 pillars

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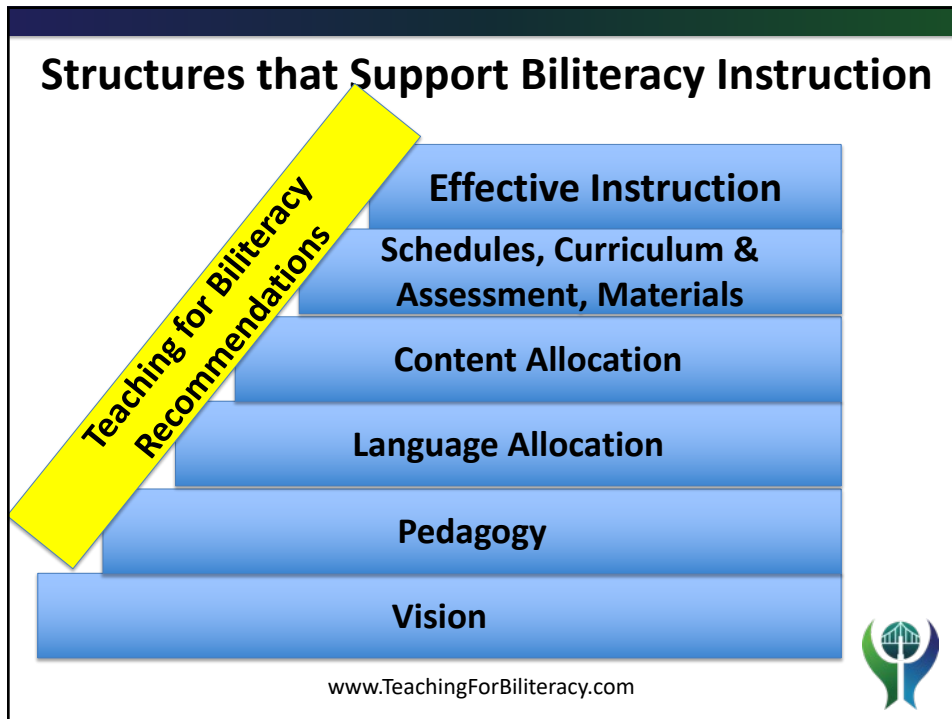
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Partner Work: Share

- Describe the vision you read.
- Describe the pedagogy (i.e., how students will meet the goals of dual language)?
- How can the vision and pedagogy document be used? (onboarding new teachers, creating look fors, identifying PD, etc.)
- What would you want to see in your own vision and pedagogy document?

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Teaching for Biliteracy Summer Institute Overview			Page 4
Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026	
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) - Sample Instruction Part 3: The Bridge - Institute Closure	
Lunch 11:45 AM to 12:30 PM		12:00 pm Boxed Lunch and Dismissal	
12:30 - 3:30 PM Breakout Groups (by grade bands) PK-2 nd grade; 3 rd -5 th grade; secondary: 6 th - 12 th grade Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment		

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Afternoon Breakout Groups

- **Green Group:** PreK-3rd Teachers, Administrators and Specialists
- **Yellow Group:** 4th-12th Teachers, Administrators and Specialists

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