Biliteracy in Action!

La Cosecha

Pre-Conference Institute

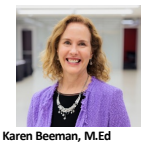
November 11, 2026

Center for Teaching for Biliteracy

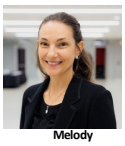
www.teachingforbiliteracy.com

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The Center for Teaching for Biliteracy



Karen Beeman, M.Ed
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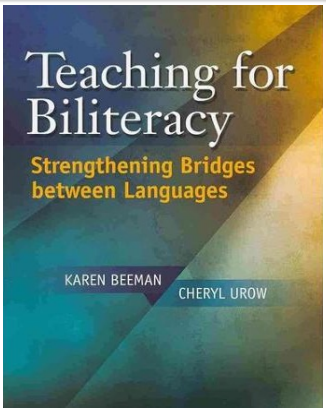


Dana Baum, M.Ed

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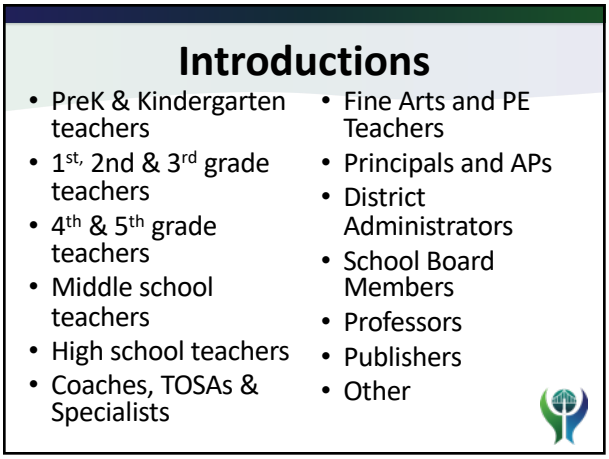
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Bienvenidos
欢迎
WELCOME
Over one hundred participants from 15 States!
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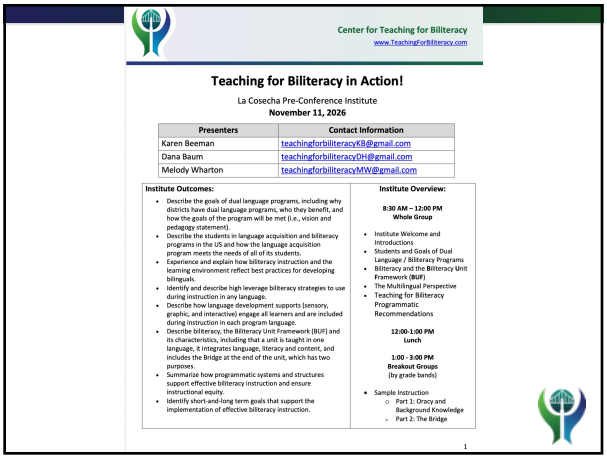
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Welcome/Bienvenidos/欢迎
• New Mexico
• Arizona
• California
• Colorado
• Florida
• Illinois
• Massachusetts
• Minnesota
• New Jersey
• North Carolina
• Oregon
• Tennessee
• Texas
• Virginia
• Washington
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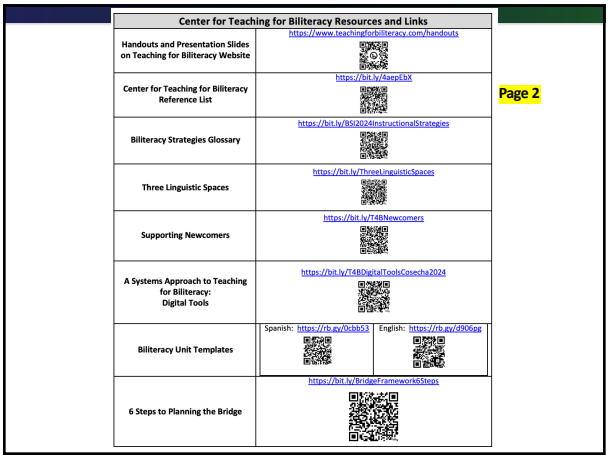
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Introductions
• PreK & Kindergarten teachers
• 1st, 2nd & 3rd grade teachers
• 4th & 5th grade teachers
• Middle school teachers
• High school teachers
• Coaches, TOSAs & Specialists
• Fine Arts and PE Teachers
• Principals and APs
• District Administrators
• School Board Members
• Professors
• Publishers
• Other

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Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com
Teaching for Biliteracy in Action!
La Cosecha Pre-Conference Institute
November 11, 2026
Presenters
Contact Information
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Institute Outcomes:
Institute Overview:
8:30 AM – 12:00 PM
Whole Group
12:00-1:00 PM
Lunch
1:00 - 3:00 PM
Breakout Groups
(by grade bands)

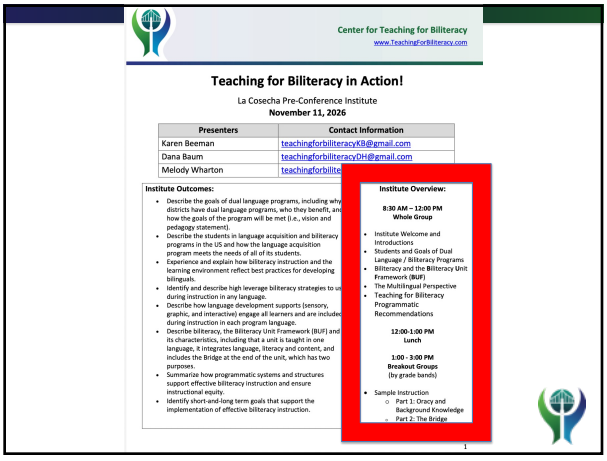
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Center for Teaching for Biliteracy Resources and Links	
Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces
Supporting Newcomers	https://bit.ly/T4BNewcomers
A Systems Approach to Teaching for Biliteracy: Digital Tools	https://bit.ly/T4BDigitalToolsCosecha2024
Biliteracy Unit Templates	Spanish: https://rb.gy/0cbb53 English: https://rb.gy/d906pp
6 Steps to Planning the Bridge	https://bit.ly/BridgeFramework6Steps

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Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com

Teaching for Biliteracy in Action!

La Cosecha Pre-Conference Institute
November 11, 2026

Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baum	teachingforbiliteracyDH@gmail.com
Melody Wharton	teachingforbilite

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to u during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are include during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how programmatic systems and structures support effective biliteracy instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective biliteracy instruction.

Institute Overview:

8:30 AM – 12:00 PM
Whole Group

- Institute Welcome and Introductions
- Students and Goals of Dual Language / Biliteracy Programs
- Biliteracy and the Biliteracy Unit Framework (**BUF**)
- The Multilingual Perspective
- Teaching for Biliteracy Programmatic Recommendations

12:00-1:00 PM
Lunch

1:00 - 3:00 PM
Breakout Groups
(by grade bands)

- Sample Instruction
  - Part 1: Oracy and Background Knowledge
  - Part 2: The Bridge

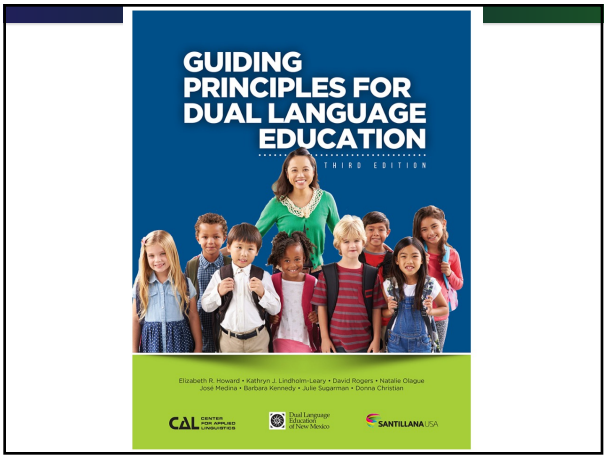
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Morning Agenda

- ✓ Welcome and Introductions
- **Students and Goals of Dual Language/Biliteracy Programs**
- Biliteracy and the BUF (**B**iliteracy **U**nit **F**ramework)
- The Multilingual Perspective of Language
- The Teaching for Biliteracy Programmatic Recommendations

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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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Goal of Dual Language Programs



"…the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

In other words, this goal means….

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In other words…

Bilingual students need need to learn concepts well, in one language, and then transfer those concepts to the other language. Students do NOT need to learn everything twice.

Students and teachers need structures that organize curriculum, instruction and assessment in 2 languages.

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The goals of Dual Language



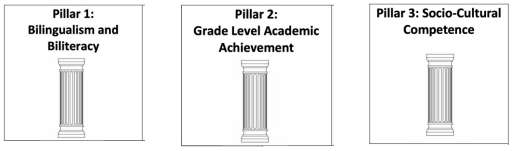
Three Pillars of Dual Language Education



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3 Pillars Sort



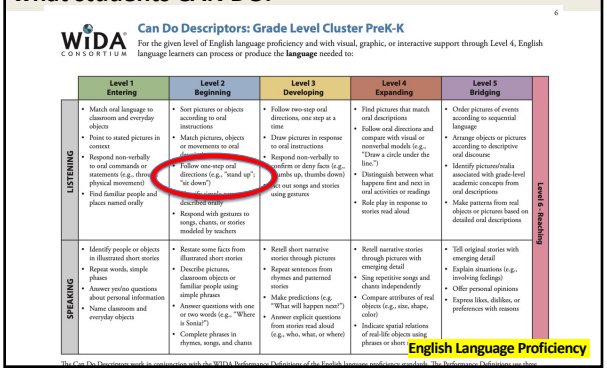
Looking only at the 3 shaded "papelitos", **select a description** for each goal and place it beneath the pillar to which it corresponds.

Therefore, students need… **Therefore, students need…** **Therefore, students need…**

Find the **5 statements that describe what students need in order to reach the pillar**, and list them in a column below the papelito that says "Therefore, students need…"

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WIDA CAN Dos – They are a tool for determining what students CAN DO.



WIDA CONSORTIUM

Can Do Descriptors: Grade Level Cluster PreK-K

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

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

English Language Proficiency

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Desarrollo del lenguaje en español: PK y K

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	• Emparejar lenguaje oral con objetos en el salón de clase y objetos diarios • Señalar dibujos mencionados de un contexto • Responder a instrucciones verbales con movimientos físicos • Encontrar personas familiares en lugares descritos verbalmente	• Clasificar dibujos u objetos siguiendo instrucciones verbales • Emparejar dibujos, objetos, o movimientos [illegible] • Seguir instrucciones verbales de un paso (ejemplo: párate, siéntate) • [illegible] pautas simples descritos/as verbalmente • Responder con gestos a canciones o cuentos modelados por el maestro	• Seguir instrucciones verbales de dos pasos un paso al tiempo • Hacer dibujos como respuesta a instrucciones verbales • Responder con movimientos físicos para confirmar o negar hechos (ejemplo: mover la cabeza para indicar sí o no) • Actuar canciones y cuentos con gentos	• Encontrar dibujos siguiendo descripciones verbales • Seguir instrucciones verbales y compararlas a visuales o modelos no verbales (ejemplo: "Dibuja un círculo debajo de la línea") • Distinguir entre lo que pasa antes o después en actividades verbales o cuentos • Actuar en respuesta a cuentos leídos en voz alta	• Ordenar dibujos de eventos de acuerdo a lenguaje secuencial • Organizar objetos o dibujos de acuerdo a discurso descriptivo • Identificar dibujos de descripciones verbales asociados con conceptos académicos de acuerdo al nivel escolar • Hacer patrones de objetos reales o dibujos basados en descripciones verbales detalladas	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	• Identificar personas u objetos en cuentos cortos ilustrados • Repetir palabras, frases simples • Contestar preguntas de "sí o no" acerca de información personal • Nombrar objetos en el salón y objetos diarios	• Recontar algunos hechos de cuentos cortos ilustrados • Describir dibujos, objetos en el salón o personas familiares usando frases simples • Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) • Completar frases en rimas o canciones	• Recontar cuentos cortos narrados a través de dibujos • Repetir oraciones de rimas o cuentos con patrones • Hacer predicciones (ejemplo: "¿Qué pasará después?" • Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)	• Recontar cuentos narrativos a través de dibujos detallados • Cantar líricas repetitivas independientemente • Comparar atributos u objetos reales (ejemplo: tamaño, color, forma) • Indicar relación espacial de objetos reales usando frases u oraciones cortas	• Contar cuentos originales con detalles emergentes • Explicar situaciones (ejemplo: incluir sentimientos) • Ofrecer opiniones personales • Expresar con razones los gustos, disgustos, o preferencias	Nivel 6 - Alcanzando

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3-5: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to [illegible] phrases • Follow one-step oral directions (e.g., physically or through drawings) • [illegible] objects, figures, or people in response to statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	Level 6- Reaching
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

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Desarrollo del lenguaje en español: 3-5

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	• Señalar dibujos, palabras, [illegible] • Seguir instrucciones orales de un paso (ejemplo: fíjicamente o a través de dibujos) • [illegible] • Emparejar lenguaje oral del salón de clase con rutinas diarias	• Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales • Ordenar dibujos u objetos según información oral • Seguir instrucciones verbales de dos pasos • Hacer dibujos que respondan a instrucciones verbales • Evaluar información oral (ejemplo: las opciones para el almuerzo)	• Seguir instrucciones verbales de múltiples pasos • Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos • Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas • Ordenar dibujos de cuentos, procesos o pasos orales	• Interpretar información oral y aplicarla a situaciones nuevas • Identificar puntos y detalles ilustrados principales a través de discurso oral • Inferir y actuar en relación a información oral • Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	• Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar • Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral • Distinguir entre lenguaje literal y figurativo en discurso oral • Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente	Nivel 6- Alcanzando

	Entrando	Emergiendo	Desarrollando	Extendiendo	Conectando	
HABLAR	• Expresar necesidades o condiciones básicas • Nombrar objetos, personas, diagramas, o dibujos que han sido pre-enseñados • Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente • Contestar preguntas de selección multiple y preguntas de sí o no	• Hacer preguntas simples cotidianas (ejemplo: "¿Quién falto hoy a clases?") • Reformular hechos de contenido académico • Describir dibujos, eventos, objetos o personas usando frases u oraciones cortas • Compartir información básica social con sus compañeros	• Contestar preguntas simples de contenido académico • Reconstar/contar cuentos cortos o eventos • Predecir algo o hacer un hipótesis por medio de ejecutar un discurso • Ofrecer soluciones para conflicto social • Presentar información con contenido académico • Participar en la resolución de problemas	• Contestar preguntas de opinión con detalles que apoyen un argumento • Hablar acerca de cuentos, asuntos y conceptos • Dar presentaciones orales de contenido académico • Ofrecer soluciones creativas para resolver asuntos/problemas • Comparar/Contrastar relaciones y funciones con contenido académico	• Justificar/defender opiniones o explicaciones con apoyo de evidencia • Dar presentaciones con contenido académico usando vocabulario técnico • Ordenar en secuencia los pasos para resolver problemas según el grado escolar • Explicar resultados en detalles de una investigación (ejemplo: experimento científico)	Nivel 6- Alcanzando

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CAN DO Descriptors: Grade Level Cluster 6-8

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Follow one-step oral commands/instructions • Match social language to visual/graphic displays • [illegible] places from oral statements/questions using gestures (e.g., pointing) • Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	• Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • [illegible] questions • Identify information on charts or tables based on oral statements	• Categorize content-based examples from oral discourse • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally	Level 6 - Reaching
SPEAKING	• Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	• Convey content through high frequency words/ phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

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

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CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English [illegible] or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	• Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions	• [illegible]te information [illegible]l and academic [illegible]tions • Dist[illegible]y main ideas from supp[illegible] points in oral, conten[illegible]ed discourse • Use le[illegible] strategies describ[illegible]ally • Categ[illegible] content-based exam[illegible]scribed orally	• Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language	• Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly	Level 6 - Reaching
SPEAKING	• [illegible]s/no or choice quest[illegible] the context of lessons [illegible] experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	• Describe persons, place[illegible] events, or objects[illegible] [illegible]ning • Give features of content-based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations	• Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models	• Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution)	• Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") • Negotiate meaning in pairs or group discussions	

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

23

Fishbowl



24

Three Pillar Sort

- A: Will you help me take the papers out of the bag?
- B: Of course
- B: Let's find the pillars first, and their definitions.
- A: Sounds good.
- A: Now, we need to add "therefore students need" to each pillar and definition.
- B. Right!
- B: Next, we find the 5 descriptors for each pillar and add them below.

25

3 Pillars Sort



Language: L, S, R, W

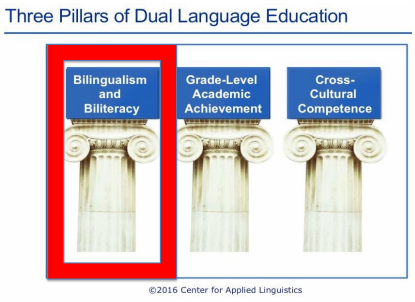
Rigor: Standards

Identity, culture & working well with others

26

The goals of Dual Language





27

Goal of Dual Language Programs



"…the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages, and that promotes **bilingualism and biliteracy,**

28

Pillar 1: Bilingualism and Biliteracy

Therefore, students need:

- Teachers who see themselves as language teachers.
- Exposure to listening and speaking, reading and writing in each language daily, with lots of repetition and practice.
- Language supports (sensory, graphic and interactive) and scaffolding (e.g. sentence prompts, etc.) that allow students to safely and successfully practice and use language

29

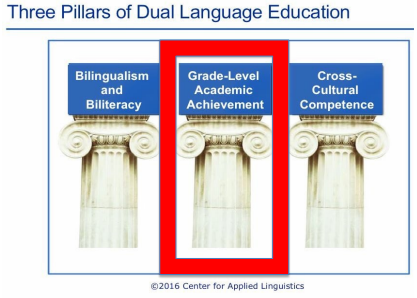
Pillar 1: Bilingualism and Biliteracy

Therefore, students need:

- Oracy and background knowledge development prior to literacy and content instruction.
- Explicit instruction on the similarities and differences between their languages.

30

The goals of Dual Language



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Goal of Dual Language Programs

"…the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language**

32

Pillar 2: Grade-Level Academic Achievement in Two Languages

Therefore students need:

- Robust, grade-level instruction based on content and literacy standards that develop deep content knowledge and language that can be transferred to either language.
- Materials and resources in the language of instruction, focused on grade-level standards
- High leverage biliteracy strategies to engage with content and literacy in the language of instruction

33

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
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. *Teaching for Biliteracy* Book: page 81-82	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

© WIDA Language Development Standards

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

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
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.	• 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

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34

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

35

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. Whereas concept attainment is used for concrete concepts, ART works well with more abstract concepts that are described through narration (e.g., fiction, history, connections among concepts). *Teaching for Biliteracy* Book: page 81	• 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 • With mentors

© WIDA Language Development Standards

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

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the [illegible] their actions and lan[illegible]ides the students in the [illegible] activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity. The fishbowl is especially effective to use with students at listening levels 1 and 2 of language proficiency who can handle 1 or 2 step oral directions. *Teaching for Biliteracy* Book: page 82 & 136	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & dr[illegible] • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts [illegible]zers • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors



© WIDA Language Development Standards

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

For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!

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Pillar 2: Grade-Level Academic Achievement in Two Languages

Therefore, students need:

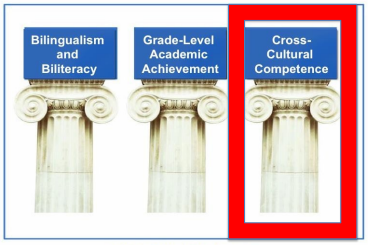
- Assessments that look at language development and academic achievement to make instructional decisions.
- Schedules that reflect large chunks of protected time for each language, where instruction of content and literacy are integrated.

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The goals of Dual Language



Three Pillars of Dual Language Education



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Goal of Dual Language Programs



"…the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language,** **and socio-cultural competence –**

39

Goal of Dual Language Programs



"…the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language,** **and socio-cultural competence – a term encompassing identity development, cross cultural competence, and multicultural appreciation – for all students.**

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Cultural Variables: Individual

- Race
- Ethnicity
- Language
- Age/Generation
- Gender
- Socio-economic status
- Profession
- Health
- Geography-Rural/Urban
- Family
- Formal Education
- Abilities, disabilities and exceptionalities
- Birth order
- Religion
- Sexuality

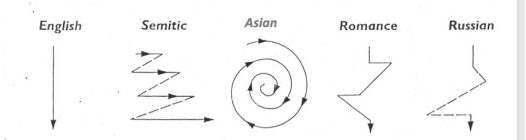
41

Cultural Variables: Group

- Values
- Beliefs
- Norms
- Traditions
- Perspectives (e.g., global perspective)
- Communication Style
- Time and Space

42

Discourse styles

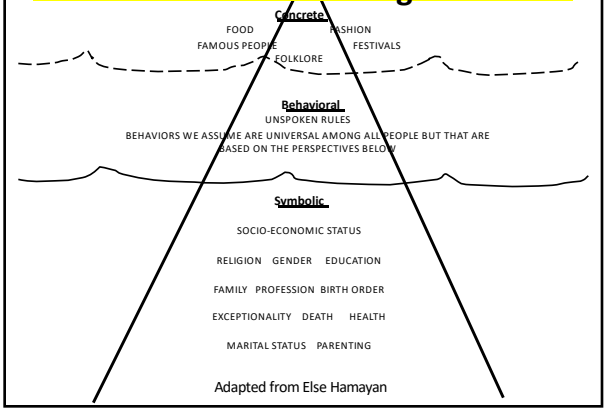


"…linear, tolerating little deviation from one main path of expository development."	"…use parallel restatements of an idea to develop it."	"…spiral in around a thesis, avoiding a head on attack as too direct."	"…proceed to a point via digressive zigzags that, to English speakers, seem extraneous and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

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

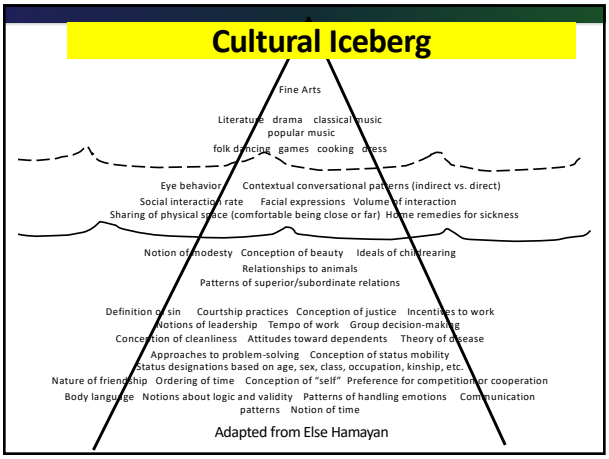
43

Cultural Iceberg



Adapted from Else Hamayan

44



45

Pillar 3: Socio-Cultural competence

Therefore, students need:

- A bilingual identity that includes pride in who they are.
- Knowing one's own culture and learning about/accepting others
- Materials that reflect students and their classmates, focused on literacy, history, and culture in both languages.
- Exposure to experiences with different cultures
- Communication and connection between home and school

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Turn and Talk

- Of the 3 pillars, which is easiest to implement in your program and context?
- Of the 3 pillars, which is hardest to implement in your program and context?
- Which of the goals are you meeting well?
- Is there a goal that you feel could be addressed more specifically? How?

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Unpacking the Three Pillars of Dual Language Education – Answers & Reflection

Pillar	This goal is about…	Therefore, students need…	To meet this goal at our school, we …
Pillar 1: **Bilingualism and Biliteracy**	This goal is about **language**: L, S, R, W in each language	Teachers who see themselves as language teachers. Exposure to listening and speaking, reading and writing in both languages daily, with lots of repetition and practice. Language supports (sensory, graphic and interactive) and scaffolding (e.g., sentence prompts, etc.) that allow students to safely and successfully practice and use language. Oracy and background knowledge development prior to literacy and content instruction. Explicit instruction on the similarities and differences between their languages.	
Pillar	**This goal is about…**	**Therefore, students need…**	**To meet this goal at our school, we …**
Pillar 2: **Grade-Level Academic Achievement**	This goal is about **rigor** and meeting grade-level standards in two languages.	Robust, grade-level instruction based on content and literacy standards that develops deep content knowledge and language that can be transferred to either language. Materials and resources in the language of instruction, focused on grade-level standards High leverage biliteracy strategies to engage with content and literacy in the language of instruction.	

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		Assessments that look at language development and academic development to make instructional decisions. Schedules to reflect large chunks of protected time for each language, where instruction of content and literacy are integrated.	
Pillar	**This goal is about…**	**Therefore, students need…**	**To meet this goal at our school, we …**
Pillar 3: Socio-Cultural Competence 	This goal is about **identity** and ability to **understand and communicate well with others**.	A bilingual identity that includes pride in who they are. Knowing one's own culture and learning about/accepting others. Materials that reflect students and their classmates, focused on literature, history, and culture in both languages. Exposure to and experiences with different cultures. Communication and connection between home and school.	

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Neuroscience Research: The Advantages of Being Bilingual

(Ellen Bialystok, Pat Wolfe, among many)

- Enhanced cognitive benefits: Ability to classify and develop analytic reasoning
- Enhanced visual spatial benefits
- Increased abilities to focus: executive functioning (know how to prioritize, select the right language for the right context)
- Deeper critical thinking and problem solving
- Strong creativity skills

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…A fully developed bilingual operates in 3 linguistic spaces



…identifies as bilingual, who can make metalinguistic decisions.

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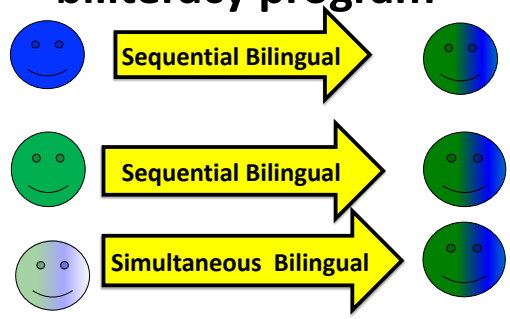
"Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other.

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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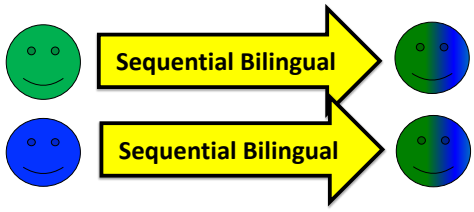
Students who enter the biliteracy program



54

Different Paths to a Bilingual Identity

- Some students are **sequential bilinguals.**



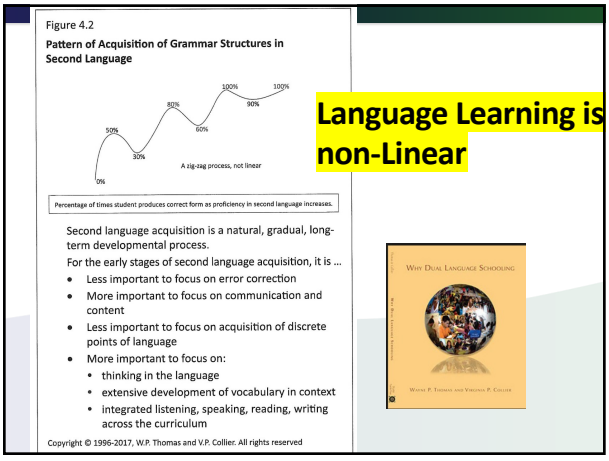
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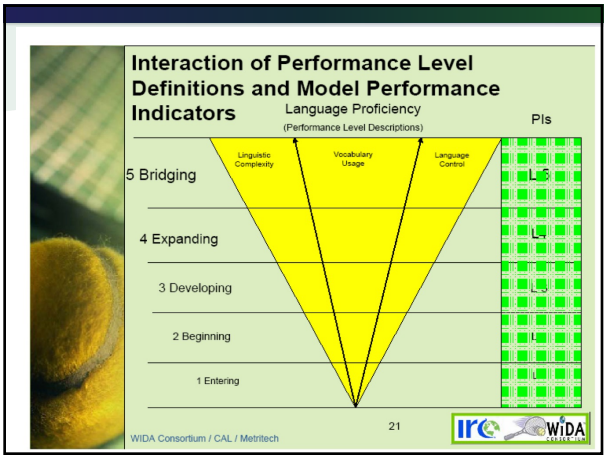
Sequential Bilinguals Go Through Predictable Stages of Language Acquisition in their L2

- First language (L1)
- Preproduction (Starting)
- Early Production (Emerging)
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)

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Sequential Bilinguals Go Through Predictable Stages of Language Acquisition in their L2

- First langu
- Preprodu
- Early Proc
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)

It takes 5 to 7 years to acquire academic language in a 2nd language.

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Different Paths to a Bilingual Identity

- Some students are **sequential bilinguals.**
- Other students – **the majority of ELs (emergent bilinguals)** - are **simultaneous bilinguals**.

Simultaneous bilingual

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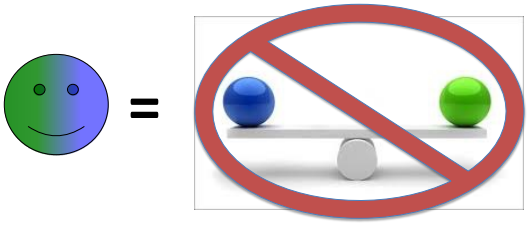
Simultaneous Bilinguals Learn Two Languages at the Same Time

- They learn language similarly to a monolingual student, but does so in 2 languages.
- They know some things in Spanish or Mandarin (or different non-English language) and other things in English.
- The child's vocabulary knowledge is shared across two languages.
- The child's language use is deliberate and reflective of the context.



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Bilingual Identity –
Simultaneous bilingual doesn't necessarily mean balanced bilingual.



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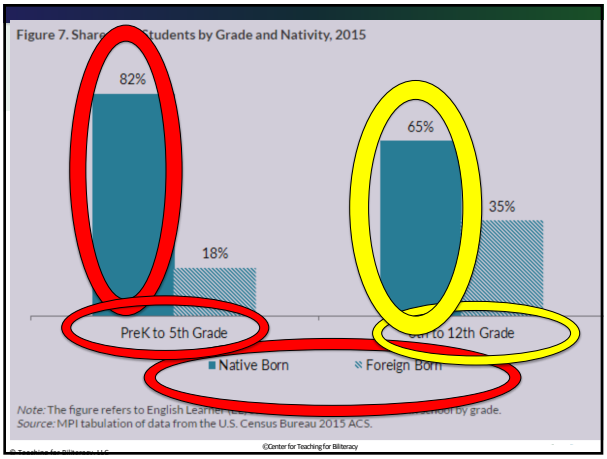
62

Simultaneous Bilinguals English Language Learners in the US

- In 2009 - 75% of students who qualified as ELLs in PreK through 5th grade in the US were born here (Education Week, 2009).
- In 2015, that percentage was 82%
- In 2023, that percentage grew to 85%.

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Dual Language Students

What is the L1 of these simultaneous bilinguals?

Simultaneous bilingual

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Dual Language Students

What is the L1 of these simultaneous bilinguals?



Simultaneous bilingual

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Bilingual Use of Language

- Mamá, ¿cuándo vamos a comprar las groserías?
- Mi hermano me puchó.
- I want to go to the house of Lucía.
- I have to do my tarea de matemáticas.
- Dile a mi abuela, que I don't want to go.







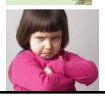

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Translanguaging: Using 2 languages together

- comprar las groserías?
- Mi hermano me puchó.
- I want to go to the house of Lucía.
- I have to do my tarea de matemáticas.
- Dile a mi abuela, que I don't want to go.





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The goals of Dual Language

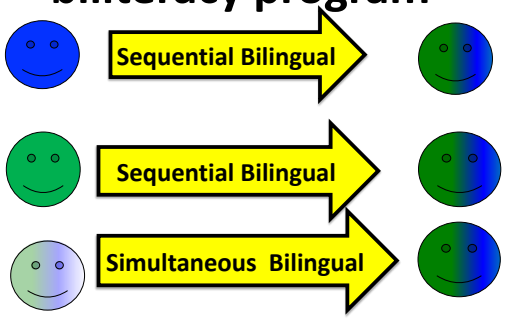
Three Pillars of Dual Language Education



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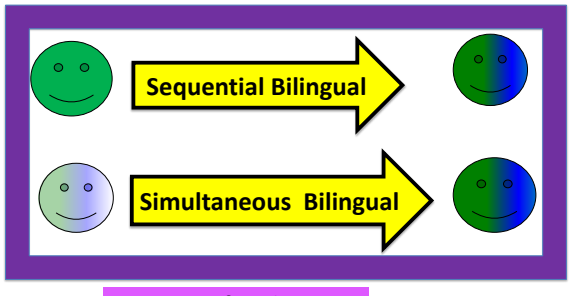
69

Students who enter the biliteracy program



70

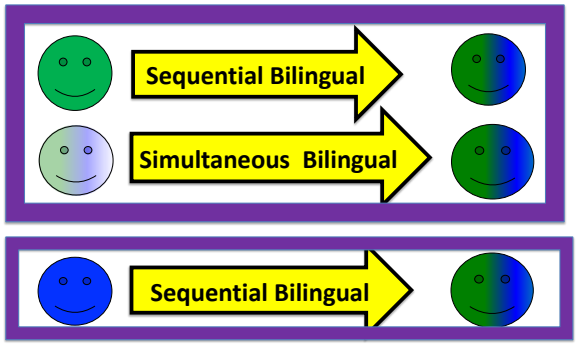
One-Way Program: All students are ELs



One group of students: ELS

71

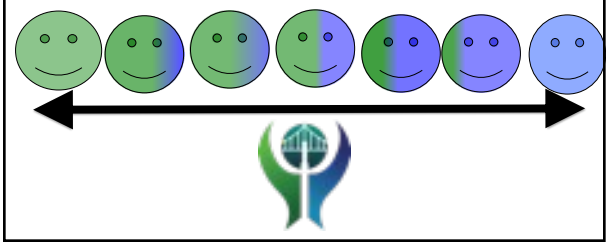
Two-Way Program: ELs and Non-ELs



Two group of students: ELS

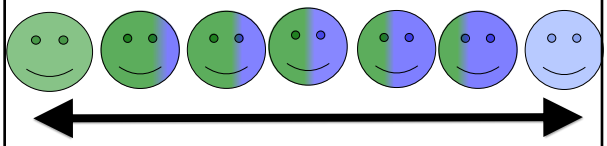
72

These are the students that enter biliteracy/dual language programs in Kinder or first grade



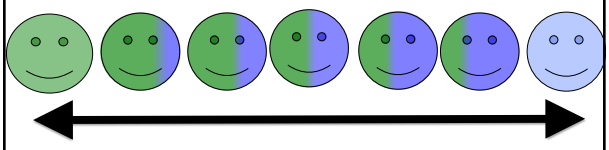
73

ALL students involved in biliteracy become developing bilinguals



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As they learn in 2 languages, all developing bilinguals use their 2 languages together (translanguage)



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Bilingual Identity

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students' linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017; Garcia, 2009

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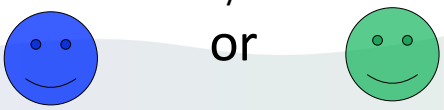
Bilingual Identity

- We talk about
  - Students as scholars
  - Students as readers
  - Students as writers
  - Students as investigators: scientists, historians, mathematicians
  - Students as bilinguals.

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If this is the goal…

We do not want to make decisions as if they are



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Students Engaged in Biliteracy



- **Green Students:** Language Minority Students (A non-English language is spoken at home) – ***Sequential Bilinguals***

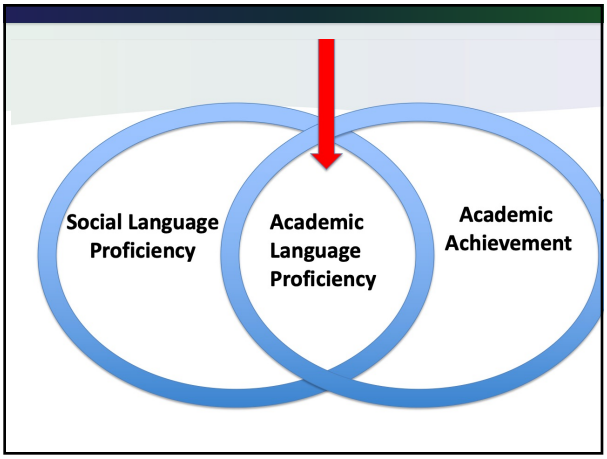


- **Blue Students:** Language Majority Students (English is spoken at home) – ***Sequential Bilinguals***



- **Blue/Green Students**: Usually Language Minority Students (A mixture of English and a non-English language is spoken at home; or, children speak non-English language to parents and English to siblings or a combination thereof) ***Simultaneous Bilinguals***

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80

Biliteracy educators are first and foremost language educators!

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Morning Agenda

- ✓ Welcome and Introductions
- ✓ Students and Goals of Dual Language/Biliteracy Programs
- **Biliteracy and the BUF (Biliteracy Unit Framework)**
- The Multilingual Perspective
- The Teaching for Biliteracy Programmatic Recommendations

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Literacy and Biliteracy - Agree- Disagree Chart

Statement	Agree or Disagree
1. Phonics instruction is the most important element in teaching students how to read in K-2.	
2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.	
3. Without language comprehension, students cannot have reading comprehension.	
4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension	
5. Language learners learn how to read and write more effectively when the unit is all related around a meaningful theme, allowing the language to be repeated and deepened, and knowledge to be developed, as the unit progresses.	
6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.	
7. Word recognition is an essential component of reading comprehension, but not the only component.	
8. Teaching phonics only in English in K-1, and reading, writing and word recognition (phonics) in Spanish K-1 is a feasible path to biliteracy.	
9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).	
10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.	
11. Oracy and background knowledge are crucial elements in reading comprehension.	
12. Reading, writing, and foundational skills should be taught within a theme that connects all literacy activities. This is a feasible path to biliteracy when practiced in each program language.	

Page 3

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Agree-Disagree Chart
Individual Work
(page 7)

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

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Brain Research
(How the Brain best Learns)

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

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Stand and Pair

86

What is literacy?

SIMPLE VIEW OF READING

The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic. For a more in-depth understanding of the subcomponents within word recognition (WR) and language comprehension (LC), we turn next to Scarborough's Reading Rope.



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

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

87

Word Recognition
Constrained K-2

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

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Language Comprehension

Unconstrained (entire life)

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

89

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Talk to Your Partner:



- The simple view of reading (WR x LC = RC) means _____.
- Word recognition is _____.
- Language comprehension is _____.
- Therefore, reading comprehension __.

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El shuco

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

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

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

93

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95

Simple View of Reading



96

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

97

El patojo



98

Un shuco



99



100

Una prima muy shute



101

El güisquil y el perulero



102

El shuco

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

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

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

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All the words are correct

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

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Simple View of Reading

WR × LC = RC

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Sally

Page 4

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked but she didn't have a fan that was sufficiently powerful. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section.

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Sally

What is the text about?

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Background Knowledge:

Sally is trying to get rid of her neighbors.

109

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Sort

urodjenik	nenormalan	nepogodan
učenik	nepostovanje	nevredan
zatvorenik	optuzenik	

111

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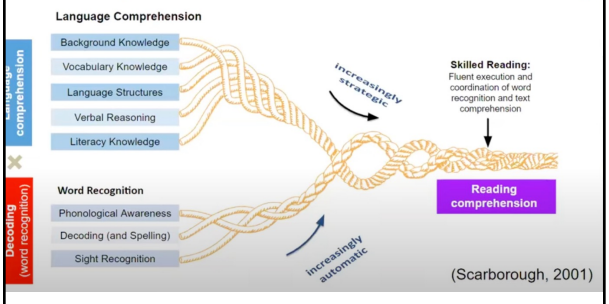
Talk to Your Partner:

- The "shuco" and Sally helped me understand that _____.
- I would explain the simple view of reading by saying_____.

114

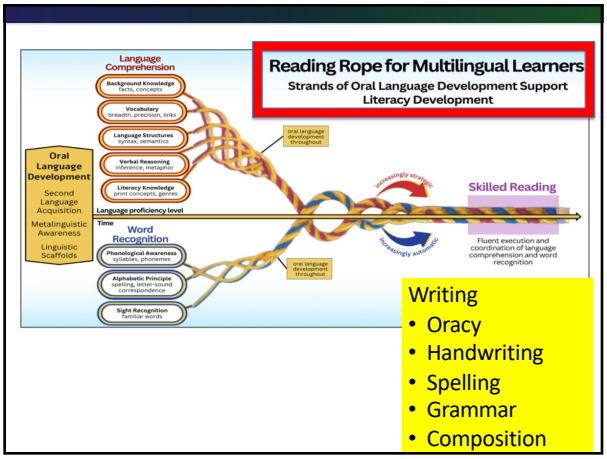
Scarborough's Rope

The Many Strands Woven Into Skilled Reading

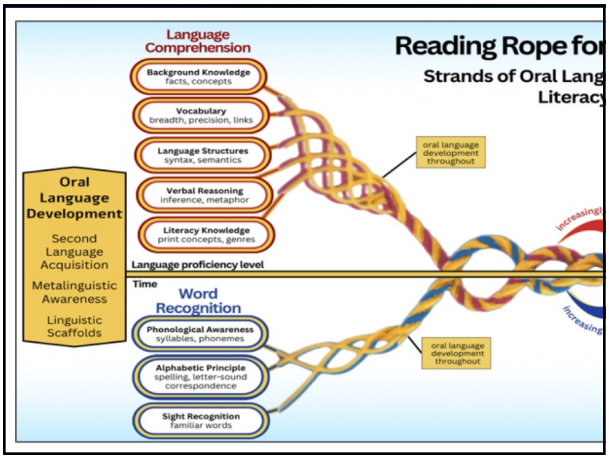


(Scarborough, 2001)

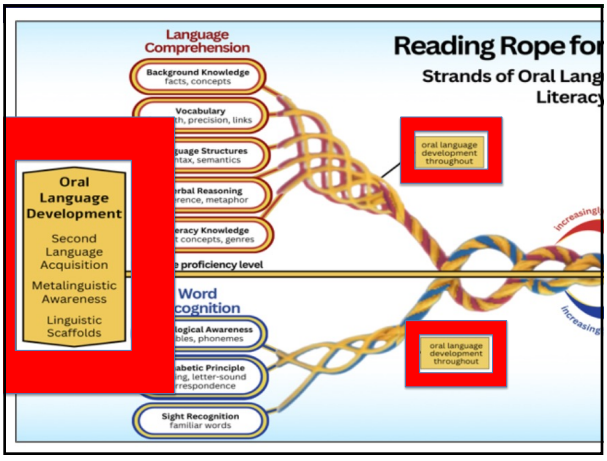
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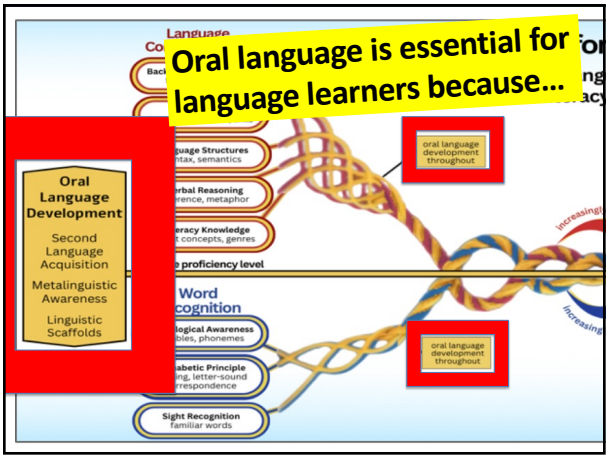
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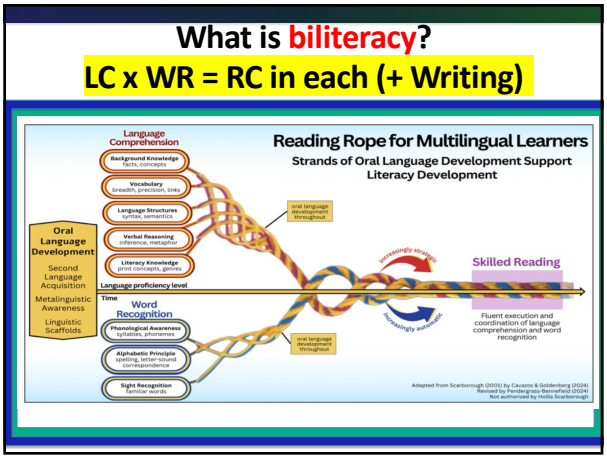
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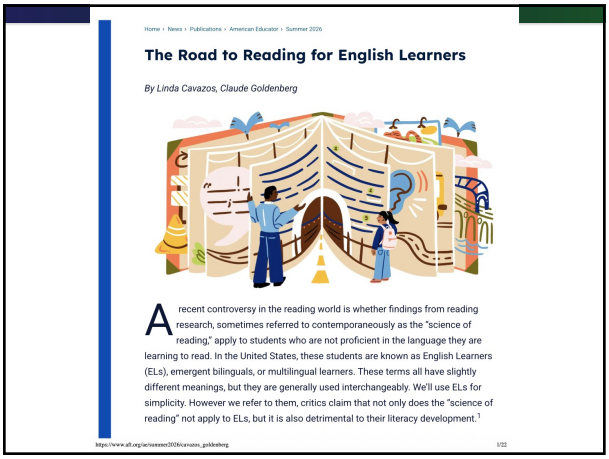
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Home › News › Publications › American Educator › Summer 2026

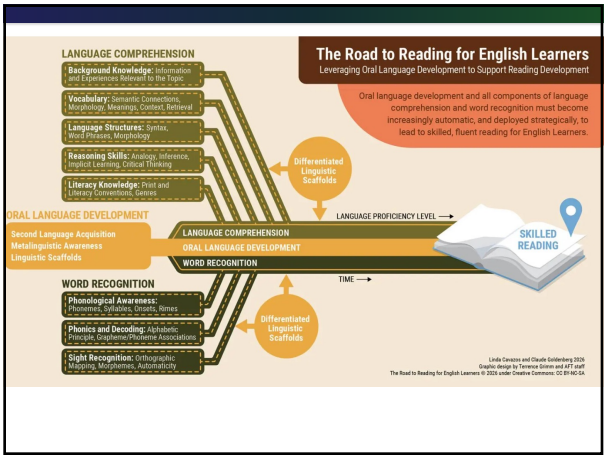
The Road to Reading for English Learners

By Linda Cavazos, Claude Goldenberg

A recent controversy in the reading world is whether findings from reading research, sometimes referred to contemporaneously as the "science of reading," apply to students who are not proficient in the language they are learning to read. In the United States, these students are known as English Learners (ELs), emergent bilinguals, or multilingual learners. These terms all have slightly different meanings, but they are generally used interchangeably. We'll use ELs for simplicity. However we refer to them, critics claim that not only does the "science of reading" not apply to ELs, but it is also detrimental to their literacy development.[1]

https://www.aft.org/ae/summer2026/cavazos_goldenberg 1/22

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Highlights

- If you are learning to read in a language you don't yet know, you need to learn the language as you are learning to read it.
- Word recognition (phonics, phonemic awareness, etc.) **overlaps** with language comprehension, since recognizing a word requires knowing something about it besides how it's pronounced.
- Cavazos & Goldenberg argue for the need of explicit, systematic instruction in oral language development as a prerequisite for and ongoing partner to literacy development.

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Highlights

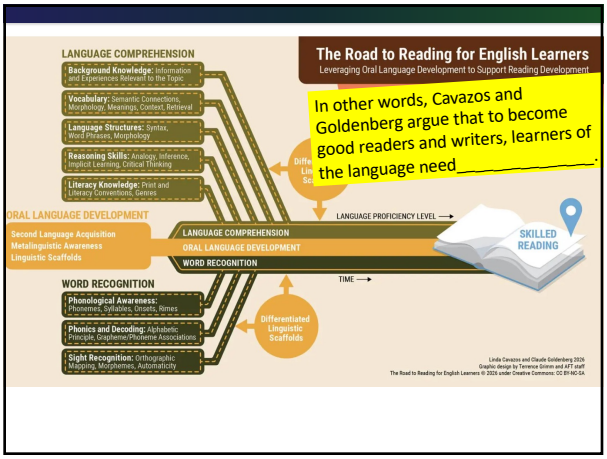
- Understanding student English language proficiency levels in L, S, R, W is critical for effective literacy instruction because it forms the basis for academic achievement.
- EBs/ELs must receive language instruction aligned with or just above their current language skills to ensure understanding.
- Word recognition instruction must be systematic and explicit and build on transferable orthographic features of Spanish. Phonemic awareness acquired in 1 language transfers to phonemic awareness in the other language.

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Highlights

- English WR (phonemic awareness, phonics, sight words) instruction should focus on awareness at the phoneme level of words because English has a deep phoneme-based orthography.
- The transparency of Spanish orthography makes an explicit focus on phoneme awareness less necessary, though some students need it.

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

Biliteracy Unit Framework (BUF)

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.

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

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

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

Summative Assessment

Formative 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.

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

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Unit Theme:
- Content Area Standards
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Talk to your partner:

- **How does the BUF reflect the research on second language acquisition?**
- **How does it reflect the simple view of reading?**

Unit Theme:
- Content Area S
- English Langua
- English Langua
- Content and Lit
- Summative Ass

Building Oracy, Back
- Academic lister
- Developed at t

Reading Comprehens
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Bridge – Transfer	Bridge – Transfer and Practice	Bridge: Contrastive Analysis
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Biliteracy Unit Framework (BUF)

Website Handouts

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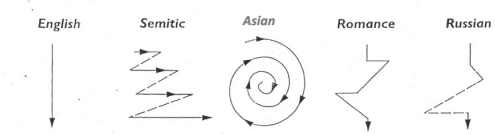
Summative Assessment

Bridge – Transfer	Bridge – Transfer and Practice	Bridge: Contrastive Analysis
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Website Handouts

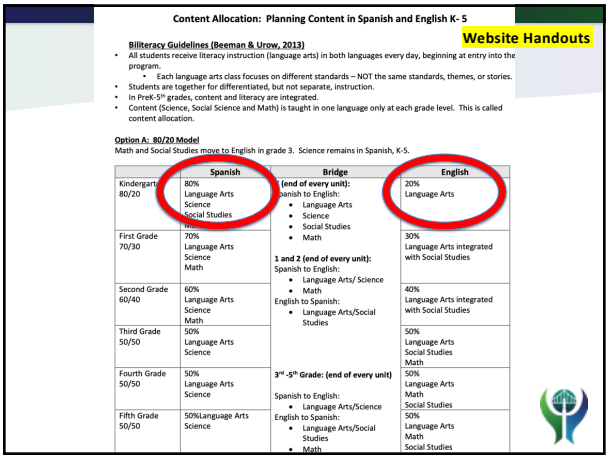
Discourse styles



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

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

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Content Allocation: Planning Content in Spanish and English K- 5

Website Handouts

Biliteracy Guidelines (Beeman & Urow, 2013)

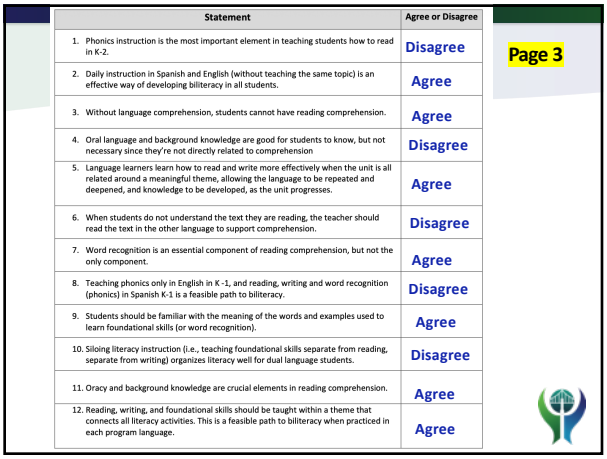
- All students receive literacy instruction (language arts) in both languages every day, beginning at entry into the program.
  - Each language arts class focuses on different standards – NOT the same standards, themes, or stories.
- Students are together for differentiated, but not separate, instruction.
- 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): panish 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	**3rd -5th Grade: (end of every unit)** Spanish to English: • Language Arts/Science	50% Language Arts Math Social Studies
Fifth Grade 50/50	50%Language Arts Science	English to Spanish: • Language Arts/Social Studies • Math	50% Language Arts Math Social Studies

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Statement	Agree or Disagree
1. Phonics instruction is the most important element in teaching students how to read in K-2.	Disagree
2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.	Agree
3. Without language comprehension, students cannot have reading comprehension.	Agree
4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension	Disagree
5. Language learners learn how to read and write more effectively when the unit is all related around a meaningful theme, allowing the language to be repeated and deepened, and knowledge to be developed, as the unit progresses.	Agree
6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.	Disagree
7. Word recognition is an essential component of reading comprehension, but not the only component.	Agree
8. Teaching phonics only in English in K -1, and reading, writing and word recognition (phonics) in Spanish K-1 is a feasible path to biliteracy.	Disagree
9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).	Agree
10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.	Disagree
11. Oracy and background knowledge are crucial elements in reading comprehension.	Agree
12. Reading, writing, and foundational skills should be taught within a theme that connects all literacy activities. This is a feasible path to biliteracy when practiced in each program language.	Agree

Page 3

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Turn and Talk

- With regard to defining literacy and biliteracy, and using a framework like the BUF, our school/district's areas of strength are_____.
- Areas our school/district could tweak and update by_____.

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Morning Agenda

- ✓ Welcome and Introductions
- ✓ Students and Goals of Dual Language/Biliteracy Programs
- ✓ Biliteracy and the BUF (Biliteracy Unit Framework)
- **The Multilingual Perspective**
- The Teaching for Biliteracy Programmatic Recommendations

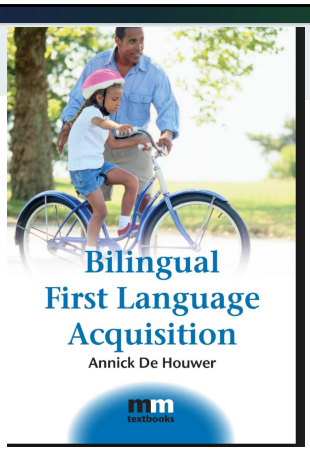
136

Concept A	Concept B
All students have a dominant language (L1 and L2)	**Many students are developing bilinguals whose first language is bilingual.**

Chapter 1



137

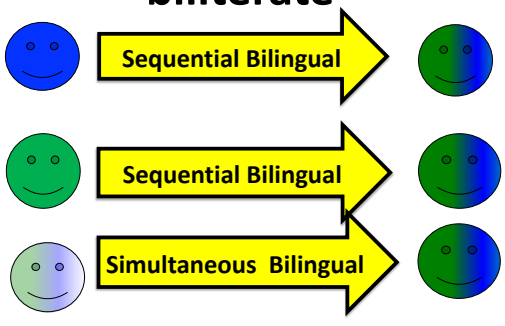


138

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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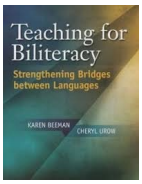
Students becoming biliterate



140

Teaching for biliteracy is different than teaching for monoliteracy because…

- Spanish (non-English languages) in the U.S. is a minority language within a majority culture
- Students use all of the languages in their linguistic repertoire to develop biliteracy and content…
- Spanish (non-English languages) and English are governed by different linguistic rules and cultural norms



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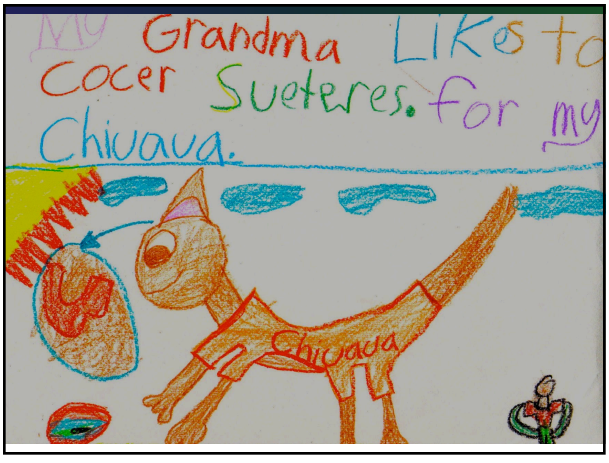
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PREMISE 2: Teaching for biliteracy is different than teaching for monoliteracy because…

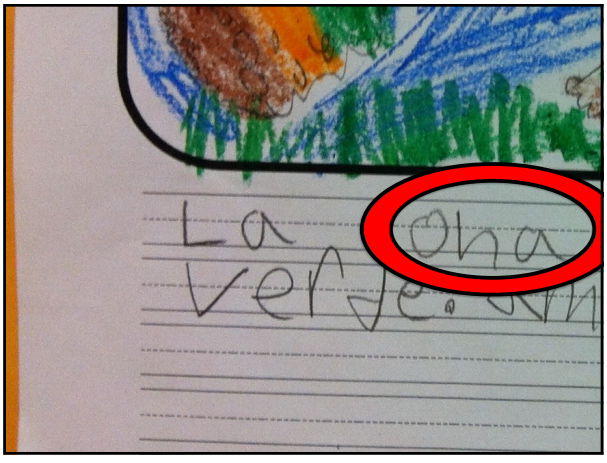
- **Students use all of the languages in their linguistic repertoire to develop biliteracy and content….**

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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

145

Instruction anticipates and prepares for linguistic approximations.

the farmer	el farmero	el granjero el finquero



146

Instruction anticipates and prepares for linguistic approximations.

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



147

Instruction anticipates and prepares for linguistic approximations.

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



148

Research Connection

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



149

Research Connection

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

150

Research Connection

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

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

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Research Connection: Translanguaging

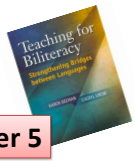
- Translanguaging refers to the interaction of two languages (or more) by bilingual students (Garcia, 2017).
- By engaging in contrastive analysis students develop metalinguistic awareness (Beeman and Urow, 2013).
- Translanguaging, or "bridging", comes from a multilingual perspective of students and teaching (Beeman and Urow, 2013).

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Four Phenomena of Contact Languages

Dr. Kim Potowski, UIC



U.S. Spanish

Chapter 5

#1 Code switching
Tengo el *eight*.

#2 Borrowings
Rufa

#3 Extensions
Carpeta

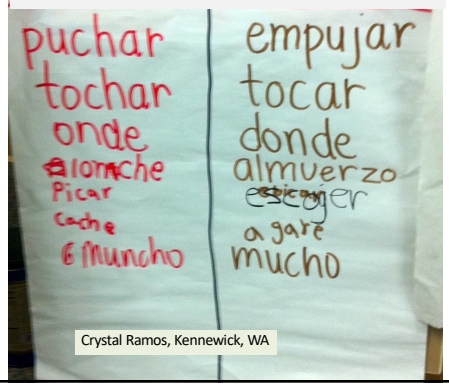
#4 Calques
Mi tío's casa.

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También se dice



155

Arcaísmos españoles

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

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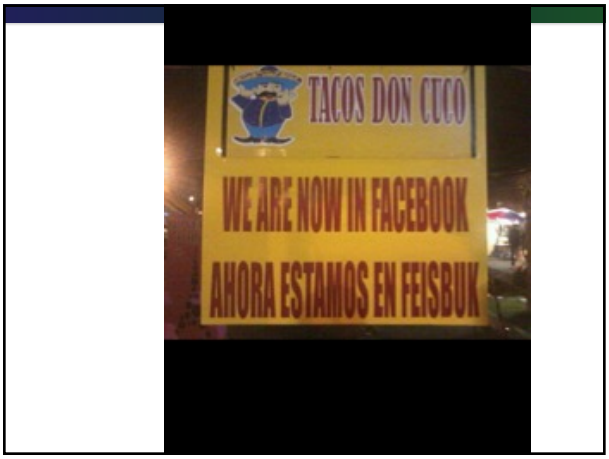
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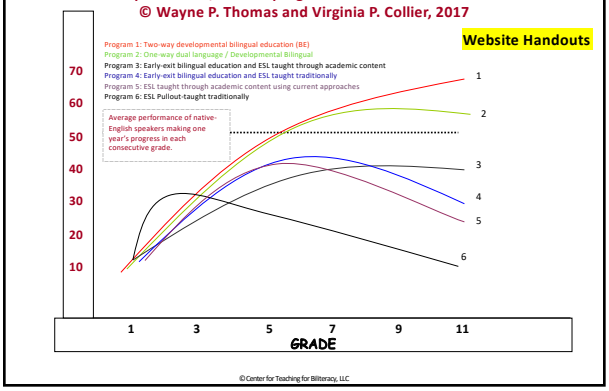


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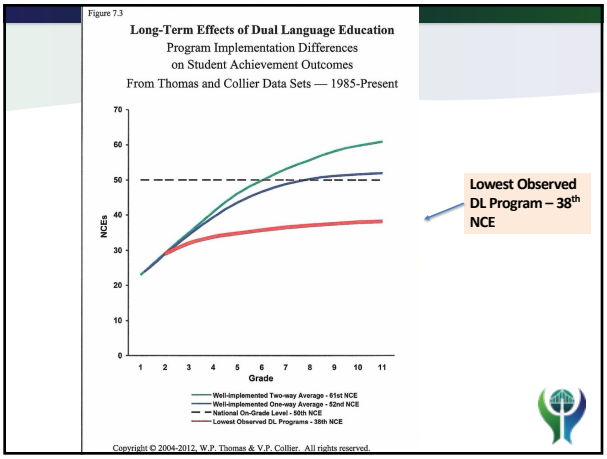
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All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing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

162

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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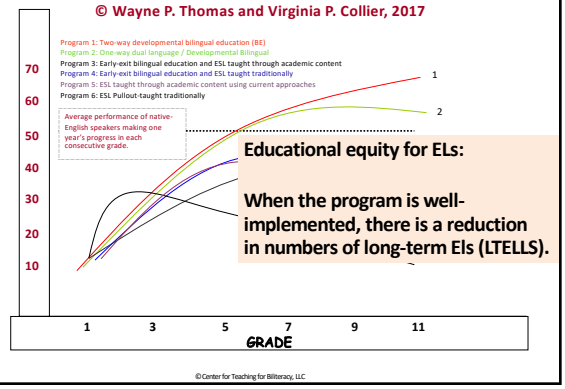


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165

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

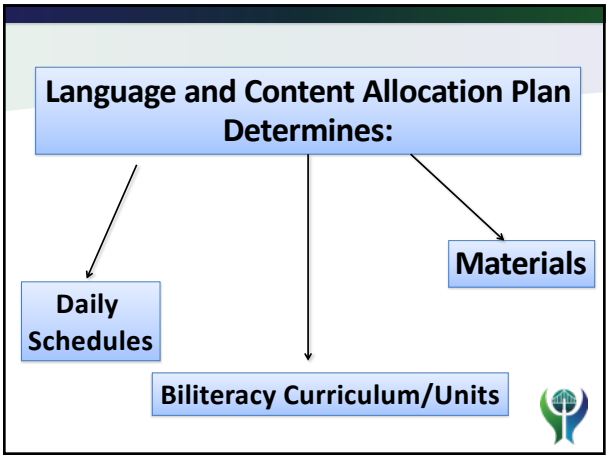
Option A: 80/20 Model
Math and Social Studies move to English in grade 3. Science remains in Spanish, K-5.

	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	3rd -5th 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

168

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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**

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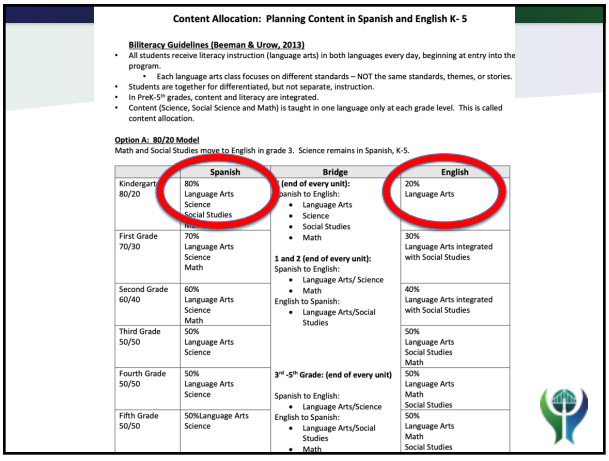


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8th Grade Student Schedule

	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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Content Allocation: Planning Content in Spanish and English K- 5

Biliteracy Guidelines (Beeman & Urow, 2013)

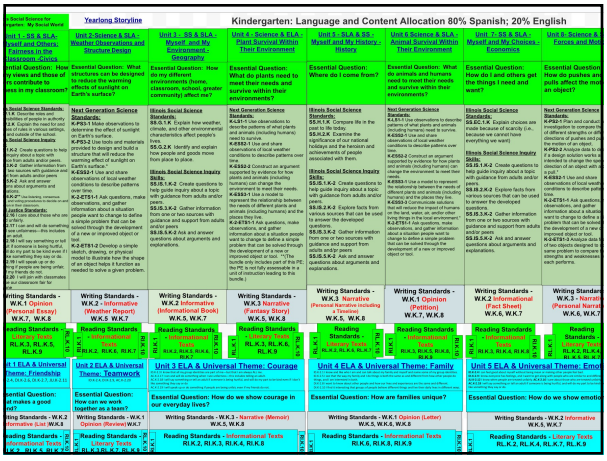
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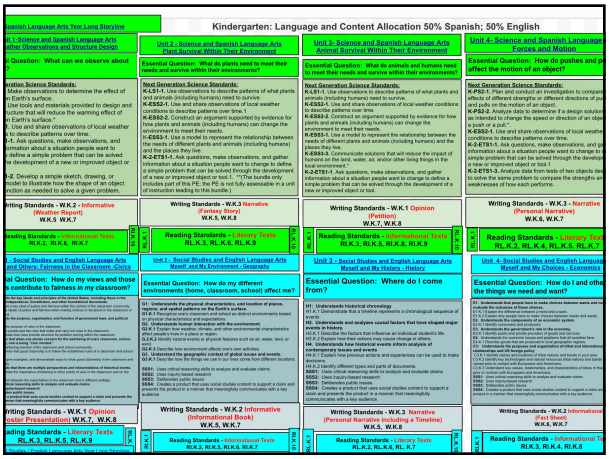
Math and Social Studies move to English in grade 3. Science remains in Spanish, K-5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	**1 (end of every unit):** Spanish to English: • Language Arts • Science • Social Studies • Math **1 and 2 (end of every unit):** Spanish to English: • Language Arts/ Science • Math English to Spanish: • Language Arts/Social Studies **3rd -5th Grade: (end of every unit)** Spanish to English: • Language Arts/Science English to Spanish: • Language Arts/Social Studies • Math	20% Language Arts
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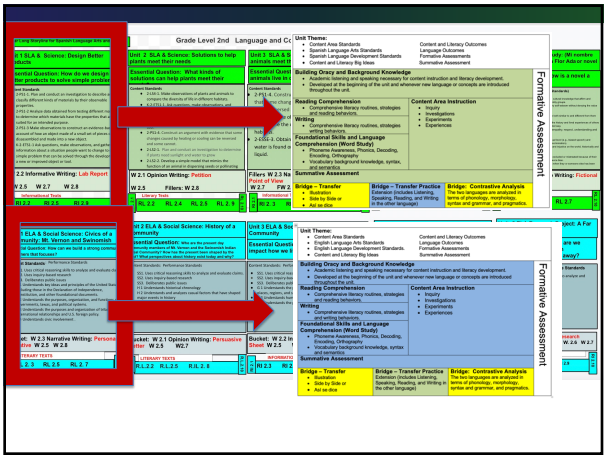
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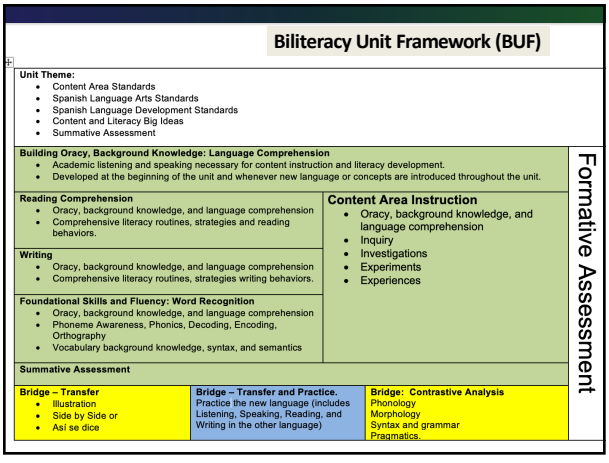
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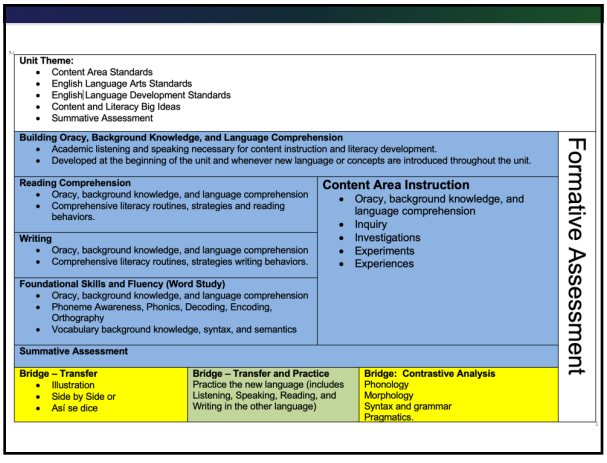
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Sample PreK Full-Day Schedule 80/20

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
	Rest Time
11:40-12:45	Rest Time
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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 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 mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**SPANISH**
10:30-11:00 a.m.	**Interventions** (based on student need)	Bilingual
11:00 a.m. – 12:00 p.m.	Specials	
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 group mini lesson • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**ENGLISH**

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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 mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**SPANISH**
10:45 to 11:15	**Interventions** (based on student need)	**Bilingual**
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 • Reading and Writing	**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 mini lessons • 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	**Specials**	If possible, half are offered in Spanish and half in English

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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 like my bike and I because it is blue*	4
3	One idea expressed through a subject and predicate, subject may be implied – (*I like my bike, goes, or run*)	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, quotes, apostrophes, elipses, parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements *correctly*	2
1	Uses one or more of the structural elements *incorrectly*	1
0	Structural elements not evident	0
	SPELLING	
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of high-frequency words are correct and child is approximating standardization in errors	4
3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
2	Represents most sounds in words and most high-frequency words are spelled incorrectly	2
1	Represents sounds in words	1
0	Message is not discernable	0

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

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Fixed Mindset	Growth Mindset
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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.
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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 (*teacher: please/how*) 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	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).
Curriculum, Instruction and Assessment	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.

Website Handouts

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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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Morning Agenda

- ✓ Welcome and Introductions
- ✓ Students and Goals of Dual Language/Biliteracy Programs
- ✓ Biliteracy and the BUF (Biliteracy Unit Framework)
- ✓ The Multilingual Perspective
- **The Teaching for Biliteracy Programmatic Recommendations**

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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy PreK classrooms are developmentally appropriate PreK classrooms. (Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020)
- Students are provided integrated, engaging learning experiences in each language every day that they are in class. These experiences are part of a knowledge-rich curriculum where students make meaningful connections across developmental domains and subject areas.
- Teachers and other adults engage students in each program language at different times of the day. This is called language and content allocation.
- Students are together for differentiated, but not separate, instruction.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

Website Handouts

Biliteracy Recommendations for K-5:

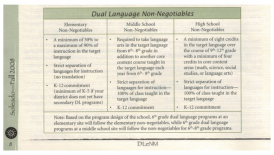
- All students receive literacy (language arts) instruction in each program language every day, beginning when they enter the program (TK/PK/Kindergarten). Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected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

Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
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190

- Content is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
- Students have access to the same electives and services that are available to all other students in the school.
- All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.



At the **secondary level** (middle and high school), biliteracy is typically organized by number of courses. In middle school, along with English Language Arts and content courses in English, students also take 2 courses in the non-English language: one Language Arts class in the non-English language and one content area in the non-English language.

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

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- Students are together for differentiated, but not separate, instruction.
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Biliteracy Recommendations for Secondary:

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Goal of Dual Language Programs



"…the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

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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

Website Handouts

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:
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- English Language Arts Standards
- English Language Development Standards
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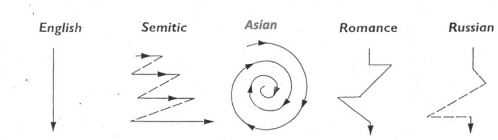
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Phonology
Morphology
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195

Website Handouts

Discourse styles



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

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

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Sample Program Language and Content Allocation Plan

	Spanish	The Bridge	English
K (80/20)	**Math** **Science** **Social Studies** **Language Arts**	**Spanish to English:** Math, Science, Social Studies, Language Arts **English to Spanish**: Language Arts, Social Justice, as needed	**Language Arts** (Through Universal Themes)
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6-8	**Science** **Language Arts**	**Spanish to English:** Social Studies, Language Arts	**Math** **Social Studies** **Language Arts** **Electives**

197

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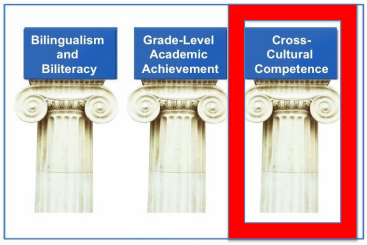
Biliteracy Recommendations for Secondary:

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The goals of Dual Language

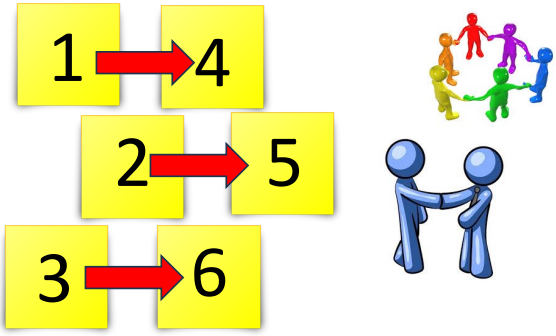


Three Pillars of Dual Language Education



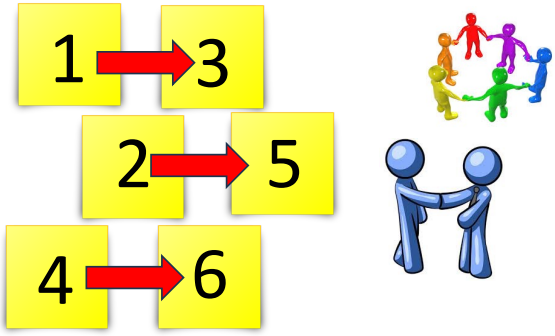
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Strategic partnerships



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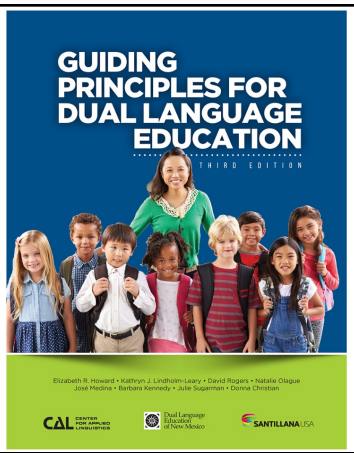
Biliteracy Recommendations for Secondary:

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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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Biliteracy Recommendations for K-5:

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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

Website Handouts

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- Investigations
- Experiments
- Experiences

Summative Assessment

Formative Assessment

Bridge – Transfer	Bridge – Transfer and Practice.	Bridge: Contrastive Analysis
• Illustration • Side by Side or • Así se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Phonology Morphology Syntax and grammar Pragmatics.

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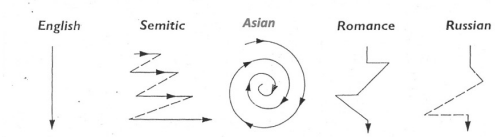
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Website Handouts

Discourse styles



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

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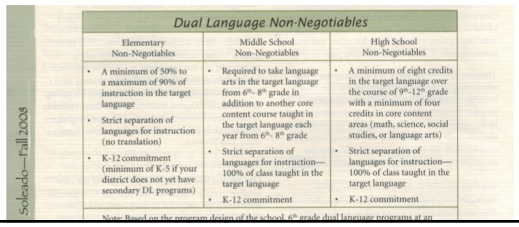
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Dual Language Non-Negotiables

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

Note: Based on the program design of the school, 6th grade dual language programs at an

Colorado—Fall 2008

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Program Design Recommendations: Planning for Biliteracy

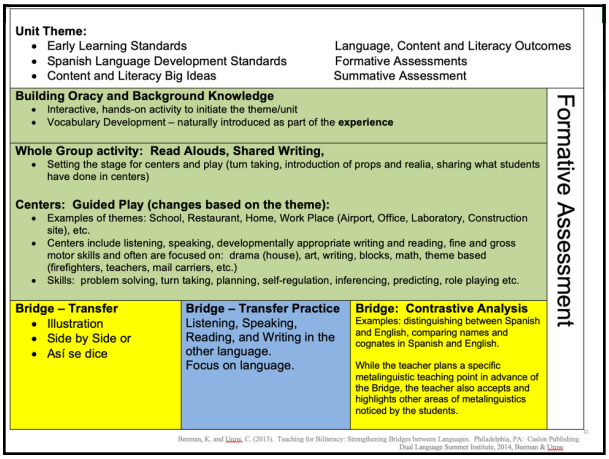
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Unit Theme:

- Early Learning Standards
- Spanish Language Development Standards
- Content and Literacy Big Ideas

Language, Content and Literacy Outcomes
Formative Assessments
Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity to initiate the theme/unit
- Vocabulary Development – naturally introduced as part of the **experience**

Whole Group activity: Read Alouds, Shared Writing,

- Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)

Centers: Guided Play (changes based on the theme):

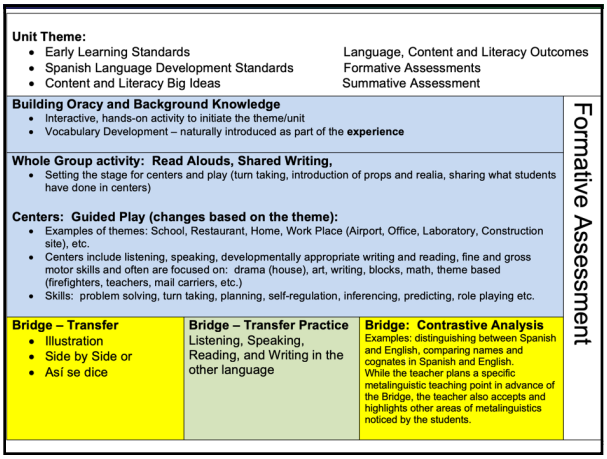
- Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc.
- Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.)
- Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.

Bridge – Transfer	**Bridge – Transfer Practice**	**Bridge: Contrastive Analysis**
• Illustration • Side by Side or • Así se dice	Listening, Speaking, Reading, and Writing in the other language. Focus on language.	Examples: distinguishing between Spanish and English, comparing names and cognates in Spanish and English. While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Philadelphia, PA: Caslon Publishing
Dual Language Summer Institute, 2014, Beeman & Urow

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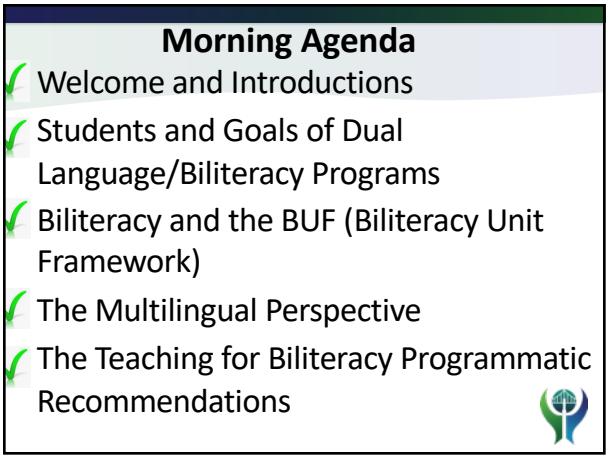
Centers: Guided Play (changes based on the theme):

- Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc.
- Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.)
- Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.

Bridge – Transfer	**Bridge – Transfer Practice**	**Bridge: Contrastive Analysis**
• Illustration • Side by Side or • Así se dice	Listening, Speaking, Reading, and Writing in the other language	Examples: distinguishing between Spanish and English, comparing names and cognates in Spanish and English. While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

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