



Biliteracy Guidance for Multilingual Learners



Adapted in Partnership with the
New Mexico Public Education Department

ACKNOWLEDGMENT

The following document was created by the New Mexico Public Education Department (NMPED) in collaboration with Dr. Linda Cavazos to provide guidance for teachers of Multilingual Learners (MLs) in using scientifically and evidence-based reading practices in biliteracy settings. The original document can be found on the [Structured Literacy New Mexico website](#).

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INTRODUCTION

The purpose of this guide is to support the literacy and biliteracy instruction of Multilingual Learners (MLs) in bilingual and dual language education programs. Since Spanish is the most widely used language for MLs in Colorado, it will be referenced in this guide and examples of instructional practices in the subskill areas of reading will be provided in Spanish. All languages share universal principles, or rules, that drive grammar and the formation of sentence structures. Due to the universal principles of language, the practices in this guide have applicability to other languages.

The goal is to help Colorado teachers provide improved instruction in the areas of oral language and oracy development and the components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) and their specific application across languages. Emphasis will be given to oral language development, cross-linguistic connections, and metalinguistic awareness to improve students' language development. Please note that many strategies can be used for any language, but for the purpose of providing concrete examples, Spanish is used.

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MULTILINGUAL LEARNERS IN COLORADO

The Colorado Department of Education (CDE) uses the term Multilingual Learner (ML) to describe all students in kindergarten through 12th grade who have been formally identified as English Learners through [Colorado's Standardized Identification Process](#) and who are currently receiving English language development instruction. For more information on the use of this inclusive term, please refer to the [Dear Colleague Letter](#) from the CDE's Office of Culturally and Linguistically Diverse Education.

Multilingual Learners come from diverse racial, ethnic, and national backgrounds. Some MLs are sequential bilinguals, while others are simultaneous bilinguals. Students who have not been exposed to or used English before entering school are typically considered sequential bilinguals. In contrast, those who grow up learning and using both languages before starting school may be considered simultaneous multilinguals. It is important to recognize the variety of vernaculars and dialects that our MLs may possess, which vary based on their geographical origins and the linguistic practices within their immediate social groups and communities.

Finally, and most importantly, we must remember MLs are individuals who are learning at least two languages and navigating multiple sociocultural systems. They bring a wealth of diverse experiences, understandings, ways of knowing, hopes, dreams, and aspirations to our classrooms. By providing nurturing environments and appropriate instruction, we can create opportunities for deeper learning about language, culture, and perspective.

COLORADO DUAL LANGUAGE IMMERSION

Dual Language Immersion programs in Colorado foster high levels of academic achievement through instruction in two languages, bilingualism, biliteracy, and enhanced awareness of linguistic and cultural diversity. Dual Language Immersion education is grounded in the principles of additive bilingualism and cultural pluralism. This orientation views language and culture as a resource, and thus, being bilingual and bicultural as being resource rich.

The goals of dual language immersion education are:

- **Bilingualism and biliteracy**
- High levels of academic achievement in two languages
- Develops students to be adaptive, open-minded, culturally competent, and globally aware
- Encompasses culturally responsive learning environments that value inclusivity, equity and the differences of all students and the surrounding communities

Dual Language Immersion enhances the development of content in two languages, as well as literacy in both languages so that students will graduate ready for college, career, and life in a globally competitive economy and a collaborative international community. This unique program builds students’ linguistic skills of listening, speaking, reading and writing in both languages. Students learn standards-based content as they become linguistically and academically proficient in two languages. Additional information can be found in Chapter 4 of the CDE’s [English Language Development Guidebook](#).

MOST COMMON DUAL LANGUAGE IMMERSION MODELS

90:10 Models

In a 90:10 model, the target language is used in kindergarten for 90% of the instructional time and English is used for 10%. At each grade level, the amount of instruction in English rises by 10%, as indicated in the table below. This model seeks to develop literacy in the target language with increasing English until academic work and literacy are 50:50.

Grade	% of Instruction in Target Language	% of Instruction in English
Kindergarten	90	10
1st	80	20
2nd	70	30
3rd	60	40
4th and beyond	50	50

50:50 Models

The 50:50 model maintains 50% of instruction in the target language and 50% in English throughout elementary. At each grade level, the amount of instruction in the English and the target language remains the same. Because this model seeks to develop literacy in the target language and English simultaneously, it requires a closely aligned curricular program where instruction in key content areas, such as language arts and math, so that the skills are not retaught in both languages but rather are built upon in each language.

Grade	% of Instruction in Target Language	% of Instruction in English
Kindergarten	50	50
1st	50	50
2nd	50	50
3rd	50	50
4th and beyond	50	50

STUDENT DEMOGRAPHICS

- *Two-way:* A balanced ratio of students from two language groups (between 70% and 30% for each group)
- *One-way:* Over 80% of the student population is from one language group

A critical aspect of any elementary language program is planning for the smooth transition as students advance to middle school and then high school. Since these students will be functioning at a proficiency level higher than other students, it is important that they have a planned program that will allow them to continue to build their language proficiency as they move through the grades. When an elementary school anticipates implementing a language program, the middle and high schools into which the students will feed should be involved in the planning from the beginning.

PARENT AND COMMUNITY SUPPORT

Once the decision has been made to implement a bilingual program, the parent and community group should work cooperatively with the school system professionals on the implementation. Parents and community members play a significant role in successful program implementation by supporting the program by:

1. Encouraging cultural opportunities within the community for all students.
2. Speaking positively about language immersion in the community.
3. Taking any concerns about language immersion directly to the school principal or appropriate district personnel.
4. Educating all on the importance of having two languages for student future success.

DUALLY IDENTIFIED STUDENTS

Who are Dually Identified Students?

Dually identified students are Multilingual Learners (MLs) who have been formally identified as eligible for special education services under the *Individuals with Disabilities Education Act* (IDEA) while also receiving English language development (ELD) services under Title III of the *Every Student Succeeds Act* (ESSA) (Artiles & Ortiz, 2002). These students require support for both their language development and their disability-related needs. For more information visit the CDE’s [MLs Identified with or Suspected of Having Educational Disabilities webpage](#).

Best Practices for Serving Dually Identified Students in Bilingual Programs

Dually identified students benefit from participation in bilingual or dual-language programs, which support both their linguistic and academic development (Cummins, 2017). Best practices include:

- Embedding Universal Design for Learning (UDL) to increase access and flexibility for all learners (CAST, 2018).
- Integrating language scaffolds and supports within instruction and interventions (Orosco & O’Connor, 2014).
- Prioritizing inclusion with appropriate supports, avoiding unnecessary segregation.
- Promoting cross-disciplinary collaboration among general educators, special educators, ELD specialists, and related service providers (Klingner et al., 2005).
- Valuing family knowledge and engaging families as active partners in planning and service delivery (Moll et al., 1992).

Supporting dually identified students appropriately requires professional development, intentional collaboration, and a commitment to culturally and linguistically responsive practices.

Common Misconceptions

- Assuming low English proficiency equals low cognitive ability.
- Assuming students with the most significant cognitive disabilities cannot become multilingual.
- Removing students from bilingual programs in an attempt to “simplify” instruction — which research shows harms outcomes.

SEAL OF BILITERACY

A seal of biliteracy is a credential given by a Colorado school or district recognizing students who have studied and attained proficiency in two or more languages by high school graduation. The

seal of biliteracy encourages students to pursue biliteracy skills that are attractive to future employers and college admissions offices. For more information visit the CDE's [Seal of Biliteracy webpage](#).

LITERACY INSTRUCTION FOR MULTILINGUAL LEARNERS

Determining what components of the Science of Reading (SoR) work for MLs in different bilingual and dual language education models is critical to effective literacy instruction across languages. Scientifically and evidence-based reading instruction is the foundation of literacy for all students and the springboard for biliteracy development. Specific use of these evidence-based practices will differ across bilingual and dual language education models.

The approach to early reading subskill development (i.e., phonological awareness and phonics) for Spanish literacy is different than English literacy and instructional differences are expected. What should be constant is the use of a scientifically and evidence-based approach to instruct MLs in all bilingual and dual language education programs.

MLs will require more than just the SoR approach used in English settings.

Figure 1. Biliteracy for Multilingual Learners Framework



The Biliteracy for Multilingual Learners Framework can guide biliteracy instruction in bilingual and dual language education programs that serve MLs. There is widespread understanding about the predictive relationship between oral language development and reading comprehension and the importance of explicit and systematic use of strategies to improve oral language and vocabulary for MLs in both languages. It is important to incorporate effective scientific, evidence-based literacy practices for MLs in both languages. For biliteracy contexts, some English reading practices will be implemented, in concert with best practices for biliteracy development (e.g., translanguaging, metalanguage connections, holistic assessment, and other biliteracy strategies with a proven research base) to ensure improved instruction across instructional programs.

Skilled reading requires both orthographic and phonological skills.⁸ An explicit approach to reading instruction supports all students, including MLs, those who struggle, and students with special needs. Given the importance of oral language development to comprehension and reading success, ways to improve oral language and vocabulary in both languages is critically important to MLs' success. Oral language development is the strongest predictor of MLs' skilled reading development and requires explicit instruction.

The National Reading Panel underscored the five essential components of proficient reading: phonological awareness (PA), phonics, fluency, vocabulary, and comprehension.⁹ These components develop at different timepoints (i.e., PA and phonics first) and sometimes simultaneously depending on where the student is on the continuum of reading development.¹⁰ The essential components of reading are applicable to both languages, although the instructional practices and time spent teaching subskills may differ. For example, English and Spanish instruction in PA and phonics differs, with English instruction typically requiring more time and different strategies for teaching these skills. In English, which has an opaque and deep orthography, some letter-sound combinations have a one-to-one correspondence, but many do not. Students must learn to decode words with a letter-sound correspondence and must be taught how to also decode words with irregular spellings that may require more time to learn.¹¹ The Spanish language, which has a transparent orthography, has a strong letter-sound correspondence that allows students to decode easily. Fluency issues for MLs may be due to a lack of word recognition. Therefore, broad vocabulary knowledge supports word recognition, decoding, and fluency. These differences in the languages affect reading accuracy and fluent word-reading skills as well as the time spent teaching foundational reading skills.¹²

Early phonics instruction is important to both languages and provides the gateway to more complex multisyllabic and morphophonemic skills that improve reading with automaticity. To become skilled readers, students need to develop automaticity and word recognition to allow cognitive energy for making sense of text and ultimately comprehending the text read.

To implement effective biliteracy instruction for MLs, it is important to incorporate elements shown in Figure 1, the essential components of reading, culturally and linguistically responsive practices and other evidence-based practices to support the language and literacy needs of MLs in different bilingual and dual language education programs.

COMPONENTS OF BILITERACY DEVELOPMENT

Biliteracy instruction should include literacy instruction across languages augmented with biliteracy strategies. Figure 2 demonstrates the components and their generalizability to biliteracy instruction with subskill differences and considerations for English, Spanish, and biliteracy.

Figure 2. Components of Biliteracy Development

Structured Literacy Principles <ul style="list-style-type: none">• Explicit• Systematic and cumulative• Hands-on and engaging	<ul style="list-style-type: none">• Multimodal• Gradual release of responsibility• Affirmative and specific feedback
Components of Reading <ul style="list-style-type: none">• Phonological Awareness• Phonics• Fluency	<ul style="list-style-type: none">• Vocabulary• Comprehension
Oral Language and Oracy Development <ul style="list-style-type: none">• Preplan content and language objectives.• Create opportunities for students to utilize their full linguistic repertoire through translanguaging strategies, promoting high levels of participation.• Make connections to home language and culture across content areas, providing multiple opportunities for listening, speaking, and practicing necessary language skills.• Incorporate cross-linguistic connections, metalinguistic awareness, and instructional strategies that support language acquisition in both languages.• Preplan structured collaborative discussions and provide the necessary linguistic scaffolds.	
Build and Activate Background Knowledge <ul style="list-style-type: none">• Link new concepts to the cultural and linguistic backgrounds, lived experiences, and prior knowledge of students.• Relate new ideas to the home or preferred language to enhance understanding and facilitate transfer.• Create structured opportunities for students to observe, reflect, and ask questions about new thematic content.• Incorporate a wide range of reading (e.g., read alouds, shared, repeated, independent).	
Culturally and Linguistically Responsive Practice <ul style="list-style-type: none">• Honor, respect, and support multiple student populations, including culturally and linguistically diverse populations, and students with exceptionalities.• Include various communities, cultures, and dialects in lessons and throughout units.• Offer specific language and communication supports across languages.• Include positive views of diverse groups and avoid stereotypes.• Include accurate, asset-based representations of people and multiple points of view.• Know students' current language proficiency levels across languages.	



Reading Subskill Differences in Spanish

- Less time is spent on phonemic awareness.
- Focus on syllable awareness.
- Less time is spent on the alphabetic principle and spelling-sound correspondences.
- More time is spent on vocabulary development and word recognition in both languages (i.e., making cross-linguistic connections).
- There is a greater emphasis on oracy in both languages.

Additional Focus Areas

- Linguistic responsiveness
- Cross-linguistic connections
- Language structures and functions across languages
- Metalinguistic awareness
- Incorporate translanguaging practices
- Project-based learning

Holistic Assessment

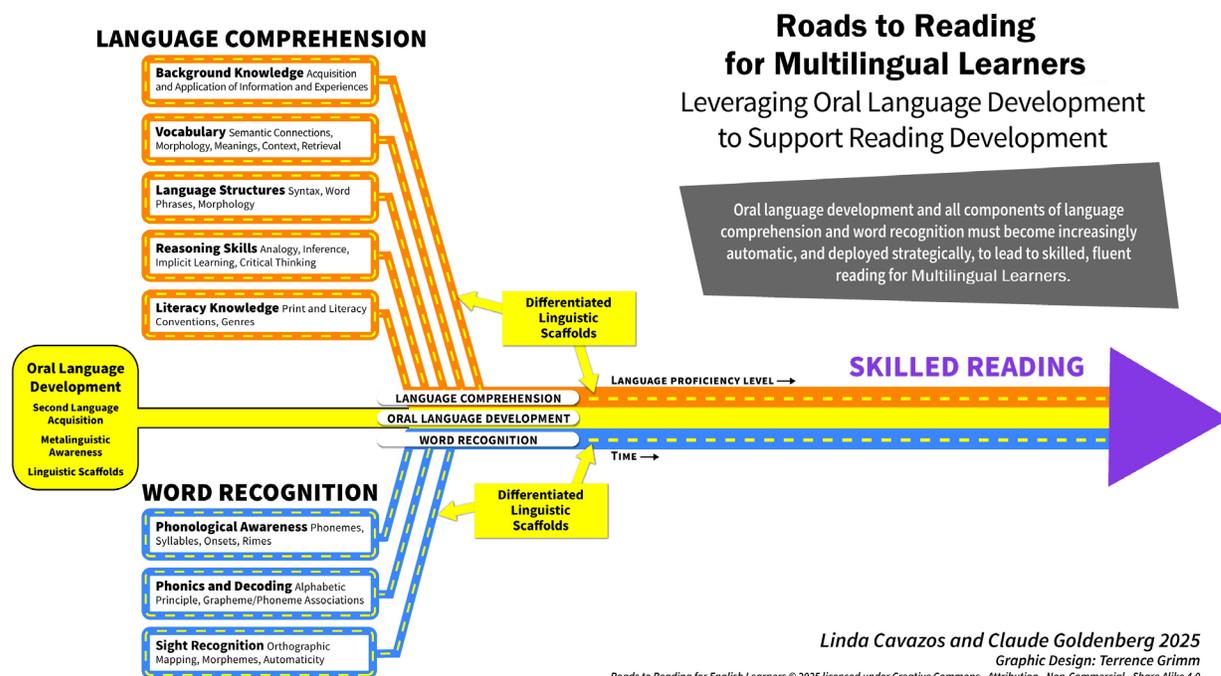
- Adopt an assets-based approach to the interpretation of student assessment data.
- Build and establish a shared understanding of each Child's Linguistic Profile.
- Assess in both languages and across language domains.
- Allow for conceptual scoring wherever appropriate or feasible.
- Conduct a contrastive analysis of student performance across languages.
- Prioritize the use of authentic formative data sources.
- Include student self-reflection data.
- Presume over-generalization first when conducting error analysis.
- Leverage Like-Peer Comparative Data at the Student Level for MLs.
- Consider sociocultural factors when making hypotheses to explain student performance.
- Include multidisciplinary team members in data analysis.
- Set language and academic goals in both languages and in accordance with program goals.
- Plan and implement appropriate differentiation or more intensive intervention.
- Ensure that student language goals are communicated to all the student's teachers.

THE SIMPLE VIEW OF READING

The Simple View of Reading (SVR) asserts that reading (R) is the product of decoding (D) and linguistic comprehension (C). Comprehension is the interpretation and understanding of lexical (i.e., word) information, sentences, and discourse.¹⁴ According to the SVR, decoding (word recognition) translates print into language and linguistic comprehension makes sense of the written words ($R = D \times C$).¹⁵ Both skills are necessary components of skilled reading and predictors of reading comprehension.¹⁶ The strong connection between fluent decoding ability and language comprehension supports skilled reading in both languages.

Figure 3 shows Roads to Reading for Multilingual Learners, which is a representation of how oral language development, and all components of language comprehension and word recognition must become increasingly automatic, and deployed strategically, to lead to skilled, fluent reading for Multilingual Learners (Cavazos & Goldenberg, 2025).

Figure 3. Roads to Reading for Multilingual Learners



The SVR provides a widely used framework with a strong research base for reading development across age groups and languages.¹⁸ Decoding fluency is more predictive of reading comprehension than decoding accuracy in transparent orthographies (e.g., Spanish) likely because letter sound correspondences are highly predictable in these languages and easier to acquire.¹⁹ The word recognition strand involves phonological awareness, decoding, and sight recognition, developed and assessed as essential components of English language literacy with related applicability to Spanish language literacy. The language comprehension strand involves background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge, also developed and assessed for the English language but fully applicable to Spanish language literacy.

English and Spanish literacy instruction can benefit from both the language comprehension and word recognition strands. Spanish literacy instruction requires additional considerations prompted by the unique features of the language itself and the scientific, evidence-based strategies that reflect those features. Metalinguistic instruction in a bilingual or dual language program exists within each language and between the two—developing cross-linguistic awareness and maximizing bilingual students’

linguistic repertoire. Understanding these differences can help educators differentiate and provide instruction that supports students' language and biliteracy needs.

DECODING

Decoding involves understanding the alphabetic principle and spelling-sound correspondences and the ability to apply sound symbol relationships to read words. The SoR promotes an explicit phonics approach for teaching letters and sounds to understand how the written code and language contribute to reading development.²⁰ Teaching phonics well in the primary grades consistently provides students with a learning advantage.²¹ Research supports the importance of explicit instruction in early reading foundational skills. Students must be explicitly taught to develop phonological awareness and phonics in English, decode words, recognize common word parts, encode, and to recognize words automatically.²²

Knowledge of early literacy skills, print knowledge, phonological awareness, alphabetic principle, and morphophonemic awareness are needed for accurate and efficient decoding and later word recognition skills.²³ Phonics knowledge provides a critical foundation for reading, but much more than just alphabetic skills are needed to develop skilled reading (e.g., automaticity, advanced word recognition without relying on letters and sounds and writing development).²⁴ There is a progression to literacy development with phonemic awareness, phonics, alphabetic principle, and decoding skills supporting development of fluency, vocabulary, and comprehension.

LANGUAGE COMPREHENSION

A well-developed language system sets the foundation for early decoding skills and reading. The complexity of literacy development for MLs arises from the Language Comprehension component or strand.²⁵ Subcomponents of this strand include background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Language comprehension is critical to reading comprehension. Developing these components for MLs is key. MLs need to develop oral language skills that support reading (e.g., age-appropriate listening and speaking skills, depth of vocabulary knowledge, ability to create personal narratives and to understand the narratives of others and those encountered in text, and ability to communicate effectively in social and academic contexts). Many of the cognitive processes used for reading comprehension are aspects of language comprehension (e.g., word recognition and lexicon).²⁶ Language skills across both languages are important to listening comprehension, vocabulary development, word recognition, and reading comprehension.

BACKGROUND KNOWLEDGE

MLs come from highly diverse cultural and linguistic backgrounds though they may speak a similar home language. For example, Spanish is spoken in 21 different countries with very different cultures,

influences, traditions, dialects, and lifestyles. Some MLs come from rural communities, while others come from urban or suburban areas. Differences in the type and amount of background knowledge related to a particular school topic can vary. MLs may have background knowledge that does not match the perspective presented in the classroom. This is important because the more extensive background knowledge students have related to a particular topic, the better they are able to use context clues to discover the meaning of unknown words, recall details, and elaborate on the topic.²⁷ Therefore, considerable instructional time must be spent on accessing students' background knowledge, building on it, and connecting it to the content being taught.

MLs bring valuable background knowledge to classrooms. Teachers should begin by becoming familiar with the students' funds of knowledge. They can integrate these funds into instruction and build new knowledge on what students know or fill in gaps in content knowledge; thereby creating a bridge between what is known and new content. Understanding and tapping into MLs' linguistic and cultural assets increases their motivation and engagement in school and helps them learn. A student's background knowledge contributes to their text comprehension, therefore, building background knowledge and an expansive vocabulary can improve comprehension of text.²⁸ Wide reading, independent, shared, and read alouds, with an emphasis on reading informational text contributes to knowledge building and vocabulary development.²⁹ Teaching MLs to read requires strategically selected high-quality instructional materials and highly qualified, culturally and linguistically responsive teachers who are trained to teach reading in the home language and in second language acquisition for students who are learning to read in a language they are simultaneously developing.

VOCABULARY DEVELOPMENT

Vocabulary breadth, precision, and the ability to link vocabulary to other content often require a deep understanding of language structures. For MLs, the inconsistencies of the English language orthography, semantic particulars (multiple meanings of certain terms, words that can be characterized as multiple parts of speech), and syntax and grammatical features of academic text (the use of nominalizations, embedded clauses in lengthy sentences, etc.) all require more focus, more instruction, more practice, and more opportunities to develop oracy. Structured Literacy principles (i.e., direct, explicit, systematic, sequential, cumulative, diagnostic, multimodal instruction) using the gradual release of responsibility with ample modeling and language practice will support the language and literacy needs of MLs.

The complexities associated with the Language Comprehension subcomponents for MLs underscore the need for an equal emphasis on both the Language Comprehension and the Word. Teaching literacy across languages to MLs must be heavily contextualized to support the Language Comprehension component and the students' understanding of the instruction related to the Word Recognition strand.

STRUCTURED LITERACY

Structured Literacy is an effective approach for teaching reading with a strong research base.³⁰ Structured Literacy addresses both oral and written language skills in an explicit, systematic manner by incorporating phoneme awareness (understanding the individual sounds in words), sound-symbol (phoneme-grapheme) correspondences, letter patterns and conventions of print (orthography), morphology (affixes, roots, and base words), syntax (word order in sentences), and semantics (meaning of language). Structured Literacy integrates explicit, systematic, and cumulative, hands-on, engaging, multimodal, diagnostic, and responsive strategies into reading instruction.³¹

Structured Literacy also addresses components of oral language including phonology, morphology, semantics, syntax, discourse, and pragmatics at every level of reading development.³² Pragmatic language includes the ability to use language for different purposes including understanding both the social and academic registers of the language and using language appropriately across many contexts. The language comprehension component is much more than listening comprehension. Phonology and morphology are essential aspects of phonics instruction, but they are also essential components of oral language development and instruction. Phonology involves the speech sounds in language and morphology involves the structure of words.

STRUCTURE LITERACY PRINCIPLES

Explicit instruction involves clearly explaining and modeling reading skills and providing examples coupled with opportunities for guided and independent practice, so students fully understand the concepts. Systematic and cumulative instruction teaches and explains how pieces fit into the whole using a scope and sequence for instruction moving from easier to more complex concepts. Each concept builds on the other in reading development. Early literacy instruction includes hands-on, engaging, and multimodal instruction. Manipulatives and gestures are used to teach and provide practice with foundational reading skills and build memory through application and associations. Incorporating the four language domains through multi-modal instruction supports language learning. The teacher is continuously monitoring and responding to students' learning and responses and can adjust instruction as needed.³³

ORAL LANGUAGE DEVELOPMENT

Oral language plays a central role in reading development in any language. Preschool oral language skills and linguistic backgrounds are associated with reading comprehension in the primary grades.³⁴ Children who enter school with, or develop, strong oral language skills during the preschool years have an important foundation for reading development.³⁵

Some language principles that serve as the foundation for one language may differ but can complement the other language. Many literacy skills transfer across languages. For example, learning that letters represent sounds, and those letters can be combined to create words is a basic reading principle that transfers from English to Spanish. Structured Literacy supports the explicit teaching of principles that transfer from English to Spanish. If taught in one language, these principles do not need to be retaught in the partner language, but rather reinforced and practiced. On the other hand, a principle such as the use of accents in Spanish to denote word pronunciation and/or meaning, is one that does not transfer between languages and should be intentionally taught during Spanish language arts lessons. It is important for teachers to intentionally plan for the explicit teaching of transferable and non-transferable principles during English and Spanish language arts instruction.

ORACY

The term oracy was coined by the British researcher Andrew Wilkinson. It refers to oral or spoken language which can be viewed along a continuum. On one side of the continuum, you will find informal or social language; the kind of spoken language overheard when students are working together on an instructional task. It is highly situation embedded, which means that comprehension is dependent on the situation in which the conversation occurs. Phrases like - *that one won't work* - are only understood by those engaged in the task alongside the speaker. On the other side of the continuum is more formal, academic spoken language that is closely aligned with written language. Comprehension of this more formal language is not dependent on being engaged in the task, rather the language itself creates the context and supports the listener or reader's understanding.⁴³ The spoken phrase - *our experiment was to see what kinds of things the magnet attracted* - can be understood despite the listener not being engaged in the activity and could also be appropriate in written contexts. For bilingual students, movement along this continuum requires consistent and intentional scaffolding included in the language comprehension strand of skilled reading. In the context of biliteracy instruction, it includes a more specific subset of skills and strategies within oral language that closely relates to literacy objectives in academic settings.⁴⁴ Extensive, explicit oral language instruction facilitates literacy development for MLs.⁴⁵ For example, lessons that include preplanned ample opportunities for student dialogue and objectives that focus on academic and instructional vocabulary development and language structures in both languages, (i.e., asking and answering questions, the correct use of key prepositional phrases and grammar, and the correct use of number and gender in nouns and adjectives in Spanish) support the development of literacy objectives within and across both languages.

ORACY DEVELOPMENT

The three components of oracy development are: language structures, vocabulary, and dialogue. Oracy objectives for both languages must be included in a holistic biliteracy framework. Oracy is a crucial

component of literacy instruction in both English-medium classrooms and bilingual settings, but it is especially important for MLs who are developing biliteracy.

Relying on empirically based curriculum or supplemental instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension is an effective practice,⁴⁶ but may not be sufficient to meet the increasing oral language (e.g., vocabulary) demands of students who are expected to read on grade level in both their primary language and a second language.⁴⁷

LANGUAGE STRUCTURES

Lessons must include differentiated scaffolds and supports students will need to express ideas and complete instructional tasks. This means consideration must be given to grammatical structures (verb tenses, prepositional phrases, syntax), language functions (compare/contrast, describe, define, or retell), and appropriate levels of complexity for students' proficiency levels and grade-level expectations. Classroom structures and management strategies must provide multiple opportunities for students to hear these structures and practice using them in meaningful interactions with classmates.

VOCABULARY

Vocabulary is a vital component of oracy and comprehension, especially because MLs must be exposed to a variety of vocabulary contexts to increase their knowledge of words and concepts. In bilingual and dual language education programs, a larger focus should be placed on exposing students to high-utility words they may encounter in text. While all students must be taught key vocabulary appropriate to a topic of study, bilingual students often need more support and practice of critical words and phrases that provide text cohesion.

DIALOGUE

Dialogue is an essential component of oracy to ensure that students are given the opportunity to engage in meaningful discussions about the content they are studying. Dialogue is not just students answering questions; it is a conversation between students about a topic that involves multiple exchanges. This allows for meaningful practice of the language structures and vocabulary inherent to the content. Agreeing or disagreeing with an event or person, stating an opinion, answering open-ended questions, and being able to utilize verbs such as argue, defend, justify, or debate allow students to respond to what others say and to articulate their own thinking and understanding.

METALINGUISTIC AWARENESS ANALYSIS

Participation in the oracy components provides bilingual students an opportunity to develop metalinguistic awareness. As students practice the language structures and engage in scaffolded dialogue, they begin to develop an understanding of the way the languages work. It allows them to think about and manipulate language forms and is helpful in explaining the execution and transfer of linguistic knowledge across languages. MLs utilize what they know in one language to develop their second language. When the teacher can highlight similarities and differences between the two languages students are developing, it will positively impact students' development in writing and reading. The more MLs are exposed to and able to practice both languages, the deeper their foundational knowledge and metalinguistic awareness. This strengthens their language comprehension strand and moves them toward more skilled reading in both languages.

The development of these components of oracy is foundational to literacy and biliteracy development. When oracy development is incorporated into instruction, it builds and strengthens the foundation for reading and writing by developing students' oral language from the informal, situation-embedded language to the more formal, academic, and instructional language needed to understand written text. To develop oral language proficiency, educators must ensure that students have ample opportunity to practice and use oral language skills that promote literacy and biliteracy. The focus for teachers of MLs must be on planning for opportunities to practice and use oral language. Research conducted on effective instructional approaches for biliteracy development clearly demonstrate that the development of oracy and metalinguistic awareness in both languages positively contributes to reading within and across languages.⁴⁸

CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

The literacy and biliteracy development needs of students enrolled in all programs including bilingual and dual language education programs requires the pedagogical alignment of a culturally and linguistically responsive (CLR) classroom in which the diversity of the students' instructional, demographic, and sociocultural realities is validated, affirmed, and celebrated. CLR instruction, designed to develop cross-cultural skills⁴⁹, is critical to the academic achievement of students. Students' cultural backgrounds and linguistic resources should be accessed and intentionally developed, with an emphasis on oral language development in the languages of instruction as a necessary component of all instruction.

Before any instructional strategies or systems can be developed to support literacy and biliteracy, it is critical that the classroom environment is one in which every student feels validated and affirmed. This environment goes beyond cheery classroom decor or bulletin board messages welcoming students. A

positive classroom culture is achieved when the teacher commits to understanding the many facets of their students' identities through an asset lens.

Assets-oriented educators have developed a critical consciousness: knowledge and awareness that resist simple explanations for things like achievement disparities (e.g., "if only students were more motivated, they could achieve") and replace them with an informed understanding of the cultures and languages of the students they teach.

From this asset-oriented perspective, comes a CLR "pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills, and attitudes".⁵⁰ While this perspective is critical in any classroom serving students, its role in developing the understanding, knowledge, and skills critical to literacy and biliteracy development in MLs is paramount.

A CLR classroom is one in which students are encouraged and supported in making meaningful connections between their prior knowledge and current academic content. The teacher intentionally invests time in knowing and understanding their students: their traditions, how they self-identify, their languages, their community values and practices, their experiences in society and at school, and their prior learning and experiences. In practice, this means more attention is given to engage students in accessing and articulating their prior knowledge. Units of study are expanded to include a more multicultural approach in which big ideas are studied with an eye toward how they are manifested by people from different cultural backgrounds.

Materials used and studied reflect both the students' backgrounds and a wider global context. The curriculum supports the development of sociocultural competencies that include a sense of self, cross-cultural competencies of withholding judgment of others and showing empathy, demonstrating cultural integrity, multicultural appreciation, and critical consciousness. Skills are introduced and practiced by supporting students in bridging their own backgrounds and knowledge to content understanding.

FOCUS ON LINGUISTIC RESPONSIVENESS

Biliteracy requires a deep understanding of two language systems, their linguistic, syntactic, phonemic, and pragmatic foundations, the linguistically responsive classroom requires a unique orientation in which program languages are seen both as separate entities and as two systems that inform and support each other. The literacy practices of one language are not wholly the same for the other language. The components of English literacy development are largely generalizable to that of Spanish literacy with some unique adjustments to early Spanish literacy development. It is critical that building administrators and classroom teachers view the home language or language other than English as more than simply a medium to improve English proficiency. In fact, both English and the partner language are equally critical to bilingual and biliteracy development and knowing the differences in pedagogy for each will improve

biliteracy development and, in turn, academic achievement. See [Resources and Support](#) for materials to support biliteracy development.

It is critical that building administrators and classroom teachers view the home language or language other than English as more than simply a medium to improve English proficiency.

SPANISH LITERACY

Teachers at all grade levels look to the Colorado Academic Standards for Reading, Writing and Communicating to determine their instructional scope and sequence and the materials needed to support their students. The Common Core en Español (CCEE) Standards provide first, a translation into Spanish of the English Language Arts Standards, and second, a linguistic augmentation that includes examples and elaborated standards for features that are unique to Spanish.⁵² CCEE offers teachers a supporting document that maintains the same expectations and level of rigor for Spanish use as for English use. Its structure and design are based on a theoretical framework that is consistent with a metalinguistic approach; one that encourages and supports students' understanding of those elements and approaches that are common to both languages, and those that are unique to Spanish.

Spanish is a highly regular, consistent language that has a one-to-one correspondence between letter and sound and clearly defined syllable boundaries. The Spanish language's 27 letters produce 24 phonemes. Its five vowels produce five sounds, which are important in creating syllables. Letter names in Spanish are multisyllabic, which means they do not provide learners with a pure referent for the phoneme most represented by that letter. Spanish consonant names contain vowel sounds that distort the letter-sound correspondence (e.g., *f = efe*) while Spanish vowels say their own name. There are strong and weak vowels that help to determine how to separate words into syllables, how to apply grammar rules, and how to use accent marks appropriately. As children develop literacy in Spanish, syllable awareness emerges well before phoneme awareness and is a strong predictor of reading ability in Spanish.⁵³ Like in English, being able to divide and manipulate words into syllables also helps students decode unknown words, and the consistency and regularity of syllable divisions are helpful when readers come across long or difficult words.

In Spanish, there are some phonemes that are characterized by their irregular orthography. There are five digraphs that make one sound (i.e., *ch, ll, rr, qu, gu*). The sound /b/ can be written as either a b or a v. Likewise, the sound /k/ can be written with a c when followed by the vowels a-o-u or a q when followed by a silent u, and occasionally by a k in a few borrowed words. But the c makes a /s/ sound when

followed by an e or an i. The letter u is silent when following a q or a g, but is pronounced /u/ when it contains a dieresis - ü. The h is always silent. The letters g, j, and x all make a /h/ sound.

For language structure, morphology, syntax, and semantics play an important role in developing strong literacy skills in English and Spanish. Word families serve as anchors for the use and meaning of words and are therefore a focus of instruction. Understanding Latin and Greek roots and the role of suffixes and prefixes helps students broaden their vocabulary. Noticeable differences for Spanish literacy are the use of gender for nouns. Nouns are either masculine or feminine. In addition, articles, adjectives, and pronouns must agree with the gender and number of the noun.

International Spanish literacy approaches reflect what is understood of the internal structure of the language.⁵⁴ The sequence of instruction for Spanish literacy is based on the regularities of letter-sound relationships in Spanish orthography and its syllabic boundaries. In accordance with Structured Literacy principles and using systematic and cumulative instruction that moves from the simple to complex skills, for Spanish literacy, priority is given to teaching the more frequent and regular letters and letter-sound correspondences before teaching the less regular and more complex letter-sound relationships. Instruction often begins with teaching vowels, which make only one sound, then consonants with only one phoneme-grapheme correspondence and combining them into simple syllables. This leads to the identification of words that begin with the syllables learned (masa, mano, malo). The syllable is a more important unit of phonological awareness in Spanish than it is in English.⁵⁵ Like in English literacy, teaching letter names is significantly delayed until after phoneme-grapheme relationships are mastered and spelling instruction is integrated into learning to read syllabically. Mastery of this process is generally achieved through extensive reading and vocabulary development.

A Structured Literacy approach for phonics instruction is used to support reading development in English and Spanish. Structured Literacy involves concepts and skills development that move from part to whole in an explicit, systematic, and cumulative manner. This method develops knowledge of letter-sound associations through narrative and storytelling. Developing high frequency, high utility word recognition in English and Spanish reading improves automaticity and supports more fluent decoding and comprehension.

The approach that focuses more on comprehension and communicative functions of language has a separate and explicit metalinguistic reflection component.⁵⁶ Recognizing and understanding where English and Spanish language pedagogy intersect is of critical importance to bilingual teachers. Of equal importance is recognizing and understanding the methods and approaches that respond to language-specific features of the two languages.

ENGLISH LITERACY

Developing an ML's English literacy has many levels of complexity, with the additional challenge of strategic use of instructional time, since time must also be spent on home language literacy development. Recommendations, or even requirements, for instructional time spent for language arts instruction and literacy development must be adjusted to allow an equal focus on BOTH program languages. It is important to remember that home language instruction is not only a path to improved English oral language proficiency in all language domains, but also a means to improve English literacy.

The Word Recognition Strand outlined in the SVR, along with the many strategies aligned with that approach, provides MLs the repetition and practice to become readers who are accurate, fluent, and increasingly automatic. Unlike the Spanish language, English has a deep orthography with less reliability of print-to-speech correspondence. Some examples of this include the fact that there are 14 vowel/vowel sound combinations and different pronunciations for the same spelling pattern. Teaching syllabication and morphemic analysis to students including the six syllable types can help them decode and encode multisyllabic words and become more skilled, accurate and automatic readers. All students including MLs need direct instruction and extensive practice to master English orthography.

Therefore, literacy instruction in both languages must balance both the word recognition components of reading and the language comprehension components, as well as strong oral language development and daily practice for students to become fluent, successful readers and writers.

CROSS-LINGUISTIC TRANSFER

Cross-linguistic transfer refers to the use of bilingual language skills across languages as a leverage for learning the other language. Jim Cummins' linguistic interdependence hypothesis of first and second language development states that both languages are mutually dependent, and both contribute to and draw from the same common underlying proficiency.⁵⁷ MLs' second language development is dependent upon their first-language proficiency. The degree to which language transfer happens depends on students' proficiency level in their first language, as well as the context under which the children are learning the languages. Cross-linguistic transfer is more likely to occur if children's first language continues to develop. Effective bilingual and dual language education programs support this theory.

TRANSLANGUAGING

MLs can use translanguaging, or flexible language use, to help them derive meaning from text, contrast languages, and develop language for academic contexts. Translanguaging affords multilingual students to "use features of their unitary linguistic system that do not necessarily align with socially recognized and defined named languages."⁵⁸ This concept includes three main ideas: (1) Translanguaging Documentation

where teachers document what students know and can do when they use all of their linguistic resources; (2) Translanguaging Rings are ways of scaffolding instruction that allow teachers to use students' home languages as resources in learning the target language, and (3) Translanguaging Transformation brings the two languages together to facilitate cross-linguistic transfer, to develop creative linguistic uses, and to validate translanguaging practices of bilingual communities.⁵⁹ Translanguaging allows MLs to use all their bilingual repertoires to negotiate meaning and to strategically use two languages to communicate and support learning.⁶⁰ Capitalizing on home language skills to support English oral language and literacy development is an effective component of biliteracy instruction that leads to higher levels of social, cognitive, and literacy achievement.⁶¹

METALANGUAGE AND METALINGUISTIC AWARENESS

Metalanguage, or making connections between two languages, enables students to leverage language to express meaning. In biliteracy contexts, metalanguage development includes intentional preplanned opportunities to compare languages through bidirectional analyses.⁶² Comparing and contrasting languages through syntactical and contextual analysis helps MLs deepen language knowledge.⁶³ Drawing attention to language similarities and differences and making cross-linguistic connections is an important component of biliteracy instruction.⁶⁴ Teachers need expertise in “orthographic, phonemic, semantic, and alphabetic similarities and differences between Spanish and English” to support “development and transfer of skills across languages.”⁶⁵ Making metalinguistic connections supports biliteracy development because one language can leverage the development of another.

Educators are charged with facilitating the development of metalinguistic awareness in their students who are learning more than one language. Metalinguistic awareness is the ability to think and talk about language and, for bilinguals, includes the analysis of relationships between and within their languages. This includes the ability to identify, analyze, compare, and contrast the sounds, symbols, grammar, vocabulary, and language structures between and across languages. These metalinguistic skills include the development of metalanguage, or the ability to talk about the similarities and differences in the languages they are working in, both orally and in writing. When teachers are prepared to develop metalinguistic awareness of these similarities and differences between the two languages with their students, it leverages the time spent on literacy as students transfer their knowledge of home language literacy into English literacy and vice versa. Having adequate time for instruction and making efficient use of time, is challenging for any teacher, especially for teachers who are teaching for biliteracy.⁶⁶

When comparing the similarities and differences in languages, there are useful linguistic categories for teachers of Spanish/English bilinguals to consider, namely: phonology (the sound-symbol relationship), syntax (the structure of parts of speech within sentences), morphology (word formation), and pragmatics (how words are used in different contexts). Although English and Spanish differ in the depth of their

phonology - Spanish has a shallow or transparent orthography while English has a deep or opaque orthography - there are a multitude of similarities between the structure of English and Spanish. Both languages use the Roman alphabet which helps students build a phonemic and phonological foundation. Because of the irregularities in the phonology of vowel sounds in English (English has 14 vowel/vowel combination sounds while Spanish only has 5), more time must be spent teaching English phonics than is needed when teaching Spanish literacy skills. Regarding morphology, 30% to 40% of all words in English have a related word in Spanish.⁶⁷ With similar sound, appearance, and meaning, these cognates help students transfer word knowledge from one language to the other. English and Spanish share a very similar syntax as well. “Except for a couple of word order exceptions (adjective before noun in English and noun before adjective in Spanish)”⁶⁸ and placement of indirect and direct objects, sentences in both languages have the same basic structure. Teaching the similarities and differences in the pragmatics (choice of word use in different contexts) of the two languages is an important aspect of preparing bilinguals to use their language skills in appropriate and meaningful ways. Learning to read and write uses the same basic processes (i.e., oral language development, phonemic awareness, phonics, decoding, fluency, comprehension, writing mechanics) but attention to the similarities and differences in these linguistic categories will support students in accelerating their language and literacy development.

CONSIDERATIONS FOR INSTRUCTIONAL FRAMEWORKS

There are different instructional frameworks that can be used to plan biliteracy instruction. The Structured Literacy principles should be used to modify or adapt these frameworks to ensure that MLs and students who struggle to learn receive the instructional scaffolds and needed interventions for language and literacy. Therefore, if the frameworks deviate from explicit, systematic, cumulative, sequential, diagnostic instruction, they must be modified to use these scientific, evidence-based strategies.

Scheduling Considerations

As teachers plan for instruction for Multilingual Learners with the goal of biliteracy development, the following should be taken into consideration:

- Every effort should be made to integrate content instruction with reading instruction.
- Different bilingual and dual language education models impact scheduling and language allocation plans. It is, therefore, critical that teachers and administrators consider the biliteracy goals of their program for MLs to determine the time available for literacy development in both languages and the time needed for cross-linguistic analysis and skills development.
- Dual language programs should find a balance between the time allocated for Spanish and English instruction, and time for cross-linguistic analysis.

- In 90/10 or modified 80/20 programs, more time in the earlier grades will be devoted to developing Spanish language and literacy skills. By 4th or 5th grade, the allocation of languages would allow for a more balanced approach.
- Maintenance or late-exit programs will need to determine the number of hours available for Spanish-language instruction. Because of the time constraints, it is recommended that literacy development in both languages be integrated with content instruction.
- For early-exit or transitional bilingual models, biliteracy development is not a primary goal, so occasional cross-linguistic connections may be enough to expose students to aspects of the Spanish language.
- All bilingual and dual language education models must ensure that there is time allotted for language arts in the home language. The instructional time for home language arts must be equivalent to the time provided for English language arts, and instruction must be consecutive in nature (not fragmented throughout the day). It is further recommended that literacy development in both languages be integrated with content instruction.
- Different staffing configurations impact the scheduling of dual language instruction. Team-teaching configurations in which each teacher instructs in one program language necessitate both time for the team to plan effective, complementary dual language instruction in each language, as well as time in their schedule to bring the languages together for cross-linguistic instruction.
- Many basic concepts of print (i.e., directionality, concepts connecting letters, sounds, and words, the effect of suffixes and prefixes on root words) are transferable across languages and do not need to be retaught in the partner language. Focus can then be placed on direct teaching and practice of those language elements that do not transfer.
- When working with published language arts curricula, teachers must determine which literacy objectives will be taught in each language, as well as which concepts will transfer and will need rehearsal and practice in the partner language. This is necessary to plan a coherent biliteracy program within the time allotted in the bilingual or dual language schedule.

SUBSKILL ACTIVITY EXAMPLES IN SPANISH AND ENGLISH

Phonological Awareness (PA)

Explicitly teach phonological awareness skills in each language using the gradual release approach. More time will be spent teaching PA in English at the phoneme level. Spanish PA will spend more time at the syllable level. Both require knowledge of sounds in the respective language. Allow ample opportunities for students to develop their PA skills while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 4 for sample PA activities in English and Spanish.

Figure 4. Phonological Awareness Activities in Spanish and English

English	Español
<p>Phoneme blending</p> <p>Listen to the sounds and say the word.</p> <p>/l/-/a/-/s/-/t/ → last</p> <p>/m/-/e/-/l/-/t/ → melt</p>	<p>Unir sílabas</p> <p>Di la palabra formada por estas sílabas.</p> <p>/ma/-/de/-/ra/ → madera</p> <p>/úl/-/ti/-/ma/ → última</p>
<p>Phoneme segmentation</p> <p>Say all the sounds in the word.</p> <p>jump → /j/-/u/-/m/-/p/</p> <p>fast → /f/-/a/-/s/-/t/</p>	<p>Dividir sílabas</p> <p>Di las sílabas en la palabra.</p> <p>canasta → /ca/-/nas/-/ta/</p> <p>moneda → /mo/-/ne/-/da/</p>
<p>Phoneme manipulation</p> <p>Say land without /l/ → and</p> <p>Say rash without /r/ → ash</p> <p>Say grand without /d/ → gran</p>	<p>Manipular sílabas</p> <p>Di sonido sin /so/ → nido</p> <p>Di pájaro sin /ro/ → pája</p> <p>Di bandeja sin /ban/ → deja</p>
<p>Make connections between sounds that are similar across languages.</p> <p>/l/ /s/ /t/ /m/ /b/</p> <p>Make connections between sounds that are not similar across languages.</p> <p>/j/ /r/</p>	<p>Hacer conexiones entre los sonidos que son similares en los idiomas.</p> <p>/l/ /s/ /t/ /m/ /b/</p> <p>Hacer conexiones entre los sonidos que no son similares en los idiomas.</p> <p>/j/ /r/</p>

Phonics

Explicitly teach phonics skills in each language using the gradual release approach. In English, the six syllable types must be explicitly taught to support decoding and encoding. In Spanish, syllables are learned quickly and decoding focuses on multisyllabic words. Allow ample opportunities for students to develop their phonics skills while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 5 for sample phonics activities in English and Spanish.

Figure 5. Phonics Activities in Spanish and English

English	Español
<p>Teach letters.</p> <p>a b g e t n m f l s h p o c</p>	<p>Enseñar letras.</p> <p>a e i o u</p> <p>m t p l c</p>
<p>Use letters to make words.</p> <p>tab bent tag man local</p>	<p>Unir letras para hacer sílabas.</p> <p>ma ta lo pe le ca co cu</p>
<p>Read these CVC words.</p> <p>bet net lap</p>	<p>Unir sílabas para hacer palabras.</p> <p>pelo loma tape local</p>
<p>Read these CCVC words.</p> <p>that shop flap</p>	<p>Lee estas palabras.</p> <p>maleta pelota tápelo</p>
<p>Make cross-linguistic connections.</p> <p>local</p>	<p>Hacer conexiones interlingüísticas.</p> <p>local</p>
<p>Read sentences and connected text.</p>	<p>Lee oraciones y texto relacionado.</p>

Vocabulary

Explicitly teach vocabulary words in each language using the gradual release approach. Allow ample opportunities for students to develop vocabulary while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 6 for an example of how to explicitly teach vocabulary in English and Spanish.

Figure 6. *Explicit Vocabulary in Spanish and English*

English	Español
<p>Explicitly teach vocabulary word.</p> <ul style="list-style-type: none">• Say the vocabulary word and let students repeat it.• Provide a student-friendly definition, or known synonym, for the word.• Provide an antonym.• Provide the part of speech.• Provide the cognate in Spanish.• Include a visual representation of the word.• Use the word in a sentence.• Let students practice using the word.	<p>Enseñar vocabulario explícitamente.</p> <ul style="list-style-type: none">• Di la palabra de vocabulario y deja que los alumnos la repitan.• Usa una definición simple para los alumnos, o un sinónimo conocido, para la palabra.• Incluye un antónimo.• Incluye el elemento gramatical.• Incluye el cognado en inglés.• Utiliza una representación visual de la palabra.• Usa la palabra en una oración.• Deja que los alumnos practiquen el uso de la palabra.

Fluency

Explicitly teach fluency strategies using the gradual release approach. The same fluency strategies can be used in English and Spanish. Teachers should be diagnostic and responsive as they listen to students read to address any fluency issues. Allow ample opportunities for students to develop fluency while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 7 for examples of fluency strategies that can be used in English and Spanish.

Figure 7. Fluency Strategies for Spanish and English Reading

Fluency

Explicitly teach fluency strategies and make connection across languages.

- Model fluent reading.
 - Read aloud to students to provide a good model of fluent reading.
 - Analyze the differences between punctuation across languages.
- Read aloud with students.
- Fade in and out when reading aloud with a group.
- Let students take turns reading aloud.
 - Listen for fluency issues (stopping at words or hesitations, problems decoding words, incorrect reading of words, long pauses, etc.)
- Pair students and let them take turns reading or reading together.
- Encourage repeated readings.
- Use timed readings to obtain oral reading fluency scores.
 - Gather oral reading fluency scores across languages.
 - Let students time and chart the oral reading fluency scores in all languages.
- Use text sections or chunks of text to listen for fluent reading.
- Use fluency phrases to improve fluency.

Comprehension

Explicitly teach comprehension strategies. Use the gradual release of responsibility approach to teach comprehension strategies. Directly explain the strategy, model its use, guide students to use the strategy, and allow students to apply the strategy independently. Allow ample opportunities for students to develop comprehension while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 8 for examples of comprehension strategies that can be used in English and Spanish.

Figure 8. Comprehension Strategies of Spanish and English Reading

Comprehension

Explicitly teach comprehension strategies and make connections across languages.

- Use the gradual release approach - explain, model, guided application, independent application
- Activate/build background knowledge about text topic
- Incorporate translanguaging practices and make cross-linguistic connections
- Make predictions about text from the title, cover, illustrations
- Ask who, what, when, why, how questions
- Help students make connections with the text
- Make inferences and draw conclusions from the text
- Discuss what is in the text and what is not explicitly stated in the text, or what a text suggests
- Ask inferencing questions (What likely happened? What is most likely going to happen? What will probably happen next? What is the most likely reason an event occurred? What does the paragraph suggest?)
- Summarize or synthesize text
- Compare two texts
- Make predictions about what would follow next in a section or completed text.
- Discuss what would be different if an event did not happen (narrative), or a phenomenon (informational or expository) did not exist.
- Write a reaction to, response to, or extension to a text read

SUMMARY

Scientifically and evidence-based instruction should drive literacy and biliteracy instruction for MLs. It should serve as a foundation to build upon for biliteracy instruction with the understanding that more is needed for MLs. All literacy instruction should incorporate a robust oral language development/oracy component for all students. Incorporating Structured Literacy principles in the five components of reading, oral language development strategies, and scientific, evidence-based practices for both languages, and biliteracy instruction provides the necessary framework for biliteracy development in the bilingual and dual language education programs serving MLs. It is important to systematically use the framework with ongoing monitoring of student progress in both language development and literacy in both languages.

RESOURCES AND SUPPORT

LINGUISTICALLY RESPONSIVE DATA-BASED DECISION- MAKING FOR K-12 MULTILINGUAL LEARNERS

A Like-Peer Comparison is a process of gathering and using Local Normative Data to make instructional and programmatic decisions for a specific Case Student (A Multilingual Learner about whom we want to understand better) in a specific demographic of the larger student population in a school or district. When possible, identify between 5 and 10 similar students who attend or have attended the same school or district based on predetermined Like-Peer Criteria. If locating 5 Like-Peers is unattainable, a smaller number of students may still help make a comparison. These data can be used carefully to make more precise hypotheses and decisions about students for whom standardized assessments may not be valid or reliable due to exclusion from norming groups.

BUILDING A LINGUISTIC PROFILE TO PLAN FOR NON-DISCRIMINATORY ASSESSMENT OF MULTILINGUAL LEARNERS

Most educational assessment tools used by schools, districts, and states are designed for administration in a single language. Yet, Multilingual Learners (MLs) engage with multiple languages at varying proficiency levels across different contexts, with these proficiencies fluctuating over time. Teams should take an assets-based approach by gathering data to develop a Linguistic Profile, which can guide instructional decisions and ensure accurate assessments of MLs' abilities. A Linguistic Profile provides a holistic understanding of an individual's language use by capturing the full range of a learner's language abilities, including proficiency, usage, and contexts (Grosjean, 2010).

SELECTING CULTURALLY AND LINGUISTICALLY INCLUSIVE INSTRUCTIONAL PROGRAMS

The primary goal of this tool is to support schools and districts in identifying and selecting culturally and linguistically inclusive instructional programs. It enables schools and districts to review the specific needs of diverse student populations represented at the school or district. Additionally, it creates an opportunity for collaboration between community members, schools, and districts.

EQUITY TOOLKIT

The Equity Toolkit is designed to provide user-friendly information and resources to support school and district leaders in centering equity in their work to support positive outcomes for the students they serve. This toolkit has been designed to give school leaders the tools and resources needed to capitalize on those unique strengths that foster supportive and effective relationships wherein the community works together to mitigate barriers to success.

COLORADO DEPARTMENT OF EDUCATION BILITERACY PROFESSIONAL DEVELOPMENT SERIES

This four-part course is comprised of an Introduction and three Modules. This course is designed to provide participants with evidence-based strategies for teaching students in English and Spanish while working towards bilingualism and biliteracy. It is an open-source format designed to be accessible to anyone interested in learning more about best practices for providing biliteracy instruction in Spanish and English. There is a note catcher that corresponds to each course component for you to capture your learning. Additionally, you will find support documents and websites to further your learning. You may take this course at your own pace. If you choose to take the quiz at the end of the course, you will be eligible for two hours of professional development.

ENGLISH LANGUAGE DEVELOPMENT GUIDEBOOK: DESIGNING, DELIVERING, AND EVALUATING INSTRUCTION AND SERVICES FOR MULTILINGUAL LEARNERS

The Guidebook provides assistance to Colorado educators, administrators and school board members in their continuing efforts to address the linguistic and educational needs of Multilingual Learners by sharing information on legislated and judicially mandated policies as well as best practices and program procedures. The Guidebook includes information regarding designing effective programs, components of effective language instruction, evaluating and monitoring programs for MLs, and more.

COLORADO DEPARTMENT OF EDUCATION BILITERACY WALK-THROUGH TOOL

The Biliteracy Walk-Through Tool helps identify areas of strength and growth in instructional practices. The tool can be used over time, over multiple observations, to watch for improvement in instructional practices or to identify opportunities for targeted support at both the individual classroom level and for grade or school-wide support. It is not intended for formal evaluation. During an observation of instruction, indicators can be marked to indicate criteria that are observed, partially observed, or not observed. Notes and recommendations for future instruction can be recorded in the Evidence/Feedback section.

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ENDNOTES

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