

# Illinois State Seal of Biliteracy Symposium DUAL LANGUAGE



W. Valero ISBE APRIL 12, 2015

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## DUAL LANGUAGE EDUCATION



Dual language programs use two languages for literacy and content instruction for all students. In the United States, programs use English and a partner language, often Spanish. The programs provide the same rigor of standards and content as the general education program. In addition it is enhanced and enriched by the language standards... adapted from The Center for Applied Linguistics (CAL)-Two-way Immersion Toolkit

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U.S. Department of Education

**Title VI of the Civil Rights Act of 1964** prohibits discrimination based on race, color, or national origin

**Lau v. Nichols** (U.S. Supreme Court 1974)

**Castañeda v. Pickard** (5<sup>th</sup> Cir. 1981)

**ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228**  
SUBTITLE A  
SUBCHAPTER f



**US IS NOW THE SECOND LARGEST SPANISH SPEAKING COUNTRY IN THE WORLD** after Mexico, with approximately

**53 million** native Spanish Speakers and their children. It is also the second most spoken language in the world with estimates of **470 million** native speakers or **559 million** speakers, if one includes those with some command of the language.

*Instituto Cervantes*



Dual language has been found to be the only method of second language acquisition to facilitate the full closure of the achievement gap between ELs and English speakers in primary and secondary education. Strictly structured and well-implemented dual language instruction across all subjects of the curriculum provides all students the opportunity to develop a deep academic proficiency in two languages, which will give them the tools to become highly-sought-after bilingual professionals in today's more globalized world. **THOMAS & COLLIER 2012** National Council for Languages and International Studies

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WHO BENEFITS WHEN STUDENTS ACHIEVE PROFICIENT BILINGUALISM / MULTILINGUALISM?		
STUDENTS	FAMILIES/COMMUNITIES	THE WORLD
<ul style="list-style-type: none"> <li>• Healthy identity formation</li> <li>• Enhanced cognitive flexibility</li> <li>• Enhanced communication skills</li> <li>• Enhanced metalinguistic awareness</li> <li>• Expanded capacity to think divergently</li> <li>• Greater creativity</li> <li>• Healthier minds</li> </ul>	<ul style="list-style-type: none"> <li>• Increased family cohesion</li> <li>• Enhanced communication</li> <li>• Smarter citizens:                             <ul style="list-style-type: none"> <li>• Strong identity and confidence in their abilities</li> <li>• More flexible and creative thinkers</li> <li>• Better problem-solvers and communicators</li> <li>• More skilled at working across differences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Greater economic opportunities</li> <li>• Increased scientific/cultural creativity and knowledge development</li> <li>• More effective international collaboration and understanding</li> <li>• Enhanced communication among diverse populations</li> </ul>

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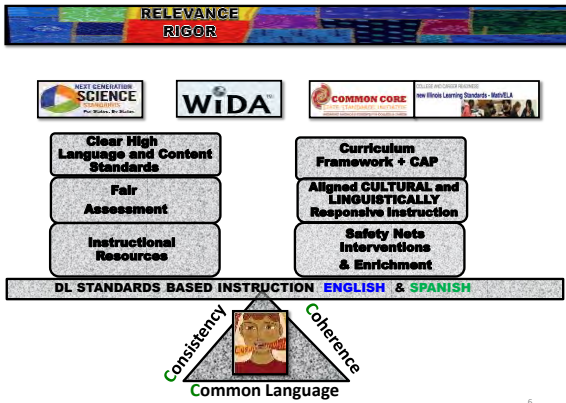
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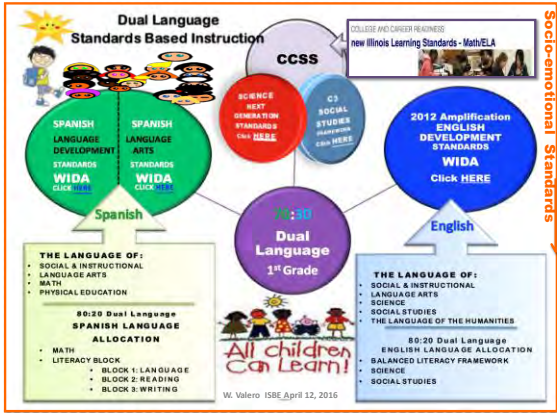
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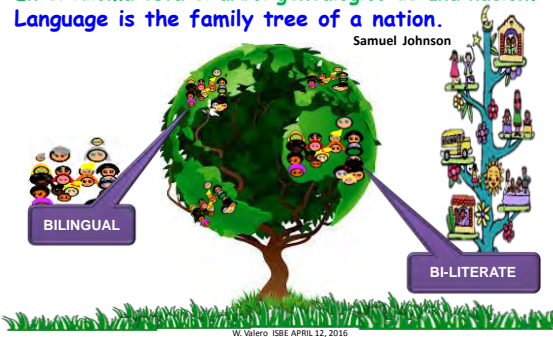
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### LANGUAGE OF INSTRUCTION

En el idioma está el árbol genealógico de una nación.  
Language is the family tree of a nation.

Samuel Johnson




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The Dual Language Program exemplifies the **STRATEGIC USE of ENGLISH and SPANISH** in the process of teaching and learning. Both languages are valued and reflected in the three linguistic spaces within the learning environment. Being explicit and intentional about one language helps you make sense of the other language. Through this process, the structural features of each language are highlighted resulting in powerful integration and metalinguistic analysis, comparing and contrasting the similarities and differences of both languages and linguistic relevance within the academic and social context.

W. Valero B2014

El Programa de Lenguaje Dual ejemplifica el **USO ESTRATÉGICO DEL INGLÉS Y DEL ESPAÑOL EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE**. Ambos idiomas son valorados y evidenciados en los tres espacios lingüísticos de aprendizaje. El ser explícito e intencional en un idioma nos ayuda a entender el otro/s idioma/s. De igual manera, a través de este proceso se enfatizan las características estructurales de ambos idiomas, resultando en el **análisis metalingüístico, integrando, comparando semejanzas y diferencias** de ambos sistemas de lenguaje lo que nos da el rigor y la relevancia lingüística dentro del contexto social y académico.

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### 7th GRADE LANGUAGE FIRST GRADE LANGUAGE BLOCK

#### SPANISH

**7th of the Language Block**

**Reading, Writing and Media**

- Analyze the content and structure of text and media
- Use knowledge of language to analyze and evaluate text and media
- Analyze the content and structure of text and media
- Use knowledge of language to analyze and evaluate text and media
- Analyze the content and structure of text and media

#### ESPAÑOL - EL PUENTE

**CONTENT AREA (S) BETWEEN LANGUAGES**

- Change in content and structure of text and media
- Analyze the content and structure of text and media
- Use knowledge of language to analyze and evaluate text and media
- Analyze the content and structure of text and media
- Use knowledge of language to analyze and evaluate text and media
- Analyze the content and structure of text and media

#### CONTENT AREA(S)

**ENGLISH AS A SECOND LANGUAGE (ESL)**

Aligned with English Language Proficiency Standards (ELPS)

**Science and Social Studies**

- Development of oral language
- Reading
- Writing
- Speaking
- Listening
- Social Studies
- Science

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### DUAL LANGUAGE 7th Grade LANGUAGE BLOCK

#### SPANISH LANGUAGE ARTS (SLA)

#### ARTES DEL LENGUAJE EN ESPAÑOL (ALE)

#### SOCIAL STUDIES

LANGUAGE OF INSTRUCTION: SPANISH

#### ENGLISH LANGUAGE ARTS (ELA)

**THE BRIDGE**

Contrastive analysis  
Bilingual & Biliterate

Metalinguistic awareness  
Enhance and consolidate students' linguistic repertoire

Seaman, K. and Unow, C. 2012

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### MS DUAL LANGUAGE = BILITERACY DEVELOPMENT

The intentional and strategic use of the academic languages of Spanish and English within the framework of **Language Arts** provides a deep understanding of the linguistic features of both languages on a broader spectrum. This is conducive to increasing the number of dual language students who will be col ready, fully bilingual, bi-literate and with more opportunities for obtaining the **ILLINOIS SEAL OF BILITERACY**.

In addition, newcomer and ESL level 1 and 2 students will have the opportunity to participate in a program that addresses their language proficiency levels.

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**BOTH languages valued!**

First, it preserves children's sense of pride in the language of their parents, allowing them to move freely in an English-language dominant society while retaining an important link to their cultural and linguistic heritage. It helps protect their sense of identity, which is also strongly linked to the language and culture of their family and heritage. Today, there are also economic advantages in bilingual fluency and literacy: many jobs pay higher salaries to their bilingual employees. In an increasingly global society, the ability to speak and write in several languages is becoming necessary to effectively compete in the job market.

National Association for Bilingual Education (NABE)

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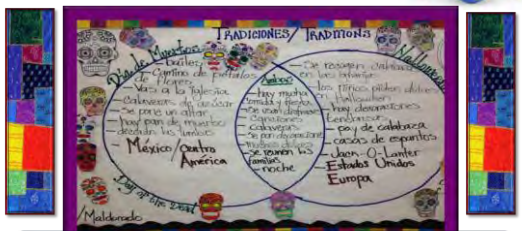
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### CULTURAL AWARENESS!



"When students, teachers and families feel cared for, appreciated, and trusted, and when language, culture, and talents are honored -community develops as all participants feel free to question, disagree, make choices, and set goals while living and learning together."

Regie Routman, 2000

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### STANDARDS BASED INSTRUCTION

**COMMON CORE STATE STANDARDS for ELA/LITERACY**

**Range of Reading and Level of Text Complexity**

- Actively engage in group reading activities with purpose and understanding
- With prompting and support, read prose and poetry of appropriate complexity for grade!
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 1-3 text complexity band proficiently with scaffolding as needed at the high end of the range.

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## Clear Objectives

**Objetivo de contenido** Yo puedo predecir lo que va a pasar en un texto basandome en el texto

**Objetivo de lenguaje** Yo puedo mi pensamiento utilizando la oración. Debido a que yo puedo predecir que

**Objetivo social** Yo puedo expresar ideas completas y escuchar a otros con respeto.

Visualize

Pensar, Parejas, Compartir

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## STRATEGIES

**WONDERSTUCK** by R.J. Palacio

**All FICTION stories have:**

- Characters
- The Problem

Grade 4 Standards	Grade 4 Standards	Grade 4 Standards
<p><b>Reading Standards for Literature K-5</b></p> <p><b>Grade 4 Standards</b></p> <p>1. Cite specific text to analyze how an author uses dramatic elements such as dialogue or actions to reveal a character's traits or advance the plot of a story.</p> <p>2. Analyze how an author uses the setting to reveal aspects of a character or to advance the plot of a story.</p> <p>3. Analyze how an author uses the point of view to reveal aspects of a character or to advance the plot of a story.</p> <p>4. Analyze how an author uses the structure of a story to reveal aspects of a character or to advance the plot of a story.</p>	<p><b>Grade 4 Standards</b></p> <p>1. Analyze how an author uses the setting to reveal aspects of a character or to advance the plot of a story.</p> <p>2. Analyze how an author uses the point of view to reveal aspects of a character or to advance the plot of a story.</p> <p>3. Analyze how an author uses the structure of a story to reveal aspects of a character or to advance the plot of a story.</p> <p>4. Analyze how an author uses the setting to reveal aspects of a character or to advance the plot of a story.</p>	<p><b>Grade 4 Standards</b></p> <p>1. Analyze how an author uses the setting to reveal aspects of a character or to advance the plot of a story.</p> <p>2. Analyze how an author uses the point of view to reveal aspects of a character or to advance the plot of a story.</p> <p>3. Analyze how an author uses the structure of a story to reveal aspects of a character or to advance the plot of a story.</p> <p>4. Analyze how an author uses the setting to reveal aspects of a character or to advance the plot of a story.</p>

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## STRATEGIES

**ESL wall**

**in English**

Kindergarten	Grade 1 students	Grade 2 students
<p><b>Reading Standards - Foundational Skills (K-5)</b></p> <p><b>Kindergarten</b></p> <p>1. Demonstrate basic knowledge of one-to-one correspondence of letters to sounds.</p> <p>2. Recognize and name all upper and lowercase letters.</p> <p>3. Recognize and name all numbers 1-10.</p> <p>4. Recognize and name all colors.</p> <p>5. Recognize and name all shapes.</p> <p>6. Recognize and name all directions.</p> <p>7. Recognize and name all days of the week.</p> <p>8. Recognize and name all months of the year.</p> <p>9. Recognize and name all seasons.</p> <p>10. Recognize and name all states.</p> <p>11. Recognize and name all countries.</p> <p>12. Recognize and name all continents.</p> <p>13. Recognize and name all oceans.</p> <p>14. Recognize and name all planets.</p> <p>15. Recognize and name all stars.</p> <p>16. Recognize and name all galaxies.</p> <p>17. Recognize and name all comets.</p> <p>18. Recognize and name all meteors.</p> <p>19. Recognize and name all asteroids.</p> <p>20. Recognize and name all moons.</p> <p>21. Recognize and name all planets.</p> <p>22. Recognize and name all stars.</p> <p>23. Recognize and name all galaxies.</p> <p>24. Recognize and name all comets.</p> <p>25. Recognize and name all meteors.</p> <p>26. Recognize and name all asteroids.</p> <p>27. Recognize and name all moons.</p> <p>28. Recognize and name all planets.</p> <p>29. Recognize and name all stars.</p> <p>30. Recognize and name all galaxies.</p>	<p><b>Grade 1 students</b></p> <p>1. Demonstrate basic knowledge of one-to-one correspondence of letters to sounds.</p> <p>2. Recognize and name all upper and lowercase letters.</p> <p>3. Recognize and name all numbers 1-10.</p> <p>4. Recognize and name all colors.</p> <p>5. Recognize and name all shapes.</p> <p>6. Recognize and name all directions.</p> <p>7. Recognize and name all days of the week.</p> <p>8. Recognize and name all months of the year.</p> <p>9. Recognize and name all seasons.</p> <p>10. Recognize and name all states.</p> <p>11. Recognize and name all countries.</p> <p>12. Recognize and name all continents.</p> <p>13. Recognize and name all oceans.</p> <p>14. Recognize and name all planets.</p> <p>15. Recognize and name all stars.</p> <p>16. Recognize and name all galaxies.</p> <p>17. Recognize and name all comets.</p> <p>18. Recognize and name all meteors.</p> <p>19. Recognize and name all asteroids.</p> <p>20. Recognize and name all moons.</p> <p>21. Recognize and name all planets.</p> <p>22. Recognize and name all stars.</p> <p>23. Recognize and name all galaxies.</p> <p>24. Recognize and name all comets.</p> <p>25. Recognize and name all meteors.</p> <p>26. Recognize and name all asteroids.</p> <p>27. Recognize and name all moons.</p> <p>28. Recognize and name all planets.</p> <p>29. Recognize and name all stars.</p> <p>30. Recognize and name all galaxies.</p>	<p><b>Grade 2 students</b></p> <p>1. Demonstrate basic knowledge of one-to-one correspondence of letters to sounds.</p> <p>2. Recognize and name all upper and lowercase letters.</p> <p>3. Recognize and name all numbers 1-10.</p> <p>4. Recognize and name all colors.</p> <p>5. Recognize and name all shapes.</p> <p>6. Recognize and name all directions.</p> <p>7. Recognize and name all days of the week.</p> <p>8. Recognize and name all months of the year.</p> <p>9. Recognize and name all seasons.</p> <p>10. Recognize and name all states.</p> <p>11. Recognize and name all countries.</p> <p>12. Recognize and name all continents.</p> <p>13. Recognize and name all oceans.</p> <p>14. Recognize and name all planets.</p> <p>15. Recognize and name all stars.</p> <p>16. Recognize and name all galaxies.</p> <p>17. Recognize and name all comets.</p> <p>18. Recognize and name all meteors.</p> <p>19. Recognize and name all asteroids.</p> <p>20. Recognize and name all moons.</p> <p>21. Recognize and name all planets.</p> <p>22. Recognize and name all stars.</p> <p>23. Recognize and name all galaxies.</p> <p>24. Recognize and name all comets.</p> <p>25. Recognize and name all meteors.</p> <p>26. Recognize and name all asteroids.</p> <p>27. Recognize and name all moons.</p> <p>28. Recognize and name all planets.</p> <p>29. Recognize and name all stars.</p> <p>30. Recognize and name all galaxies.</p>

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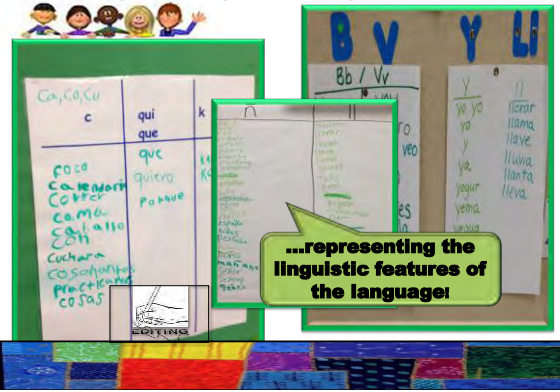
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## INTERACTIVE WORD WALLS




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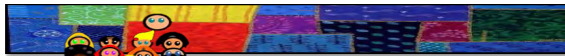
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2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

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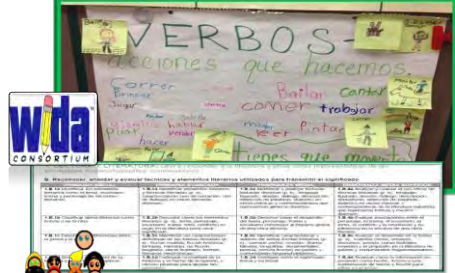
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## Linguistic Features of the Target Language



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### Student Pride in Work

Component 2b:  
Establishing a Culture for Learning  
**STUDENT PRIDE IN WORK**  
Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.

Danielson's Framework for Teaching



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### 3C-Engaging Students in Learning

Danielson's Framework for Teaching



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## Dual Language



The U.S. Department of Education's Office of English Language Acquisition (OELA) provides national leadership to help ensure that English Learners and immigrant students attain English proficiency and achieve academic success. **IN ADDITION TO PRESERVING HERITAGE LANGUAGES AND CULTURES, OELA IS COMMITTED TO PROMPTING OPPORTUNITIES FOR BILITERACY OR MULTILITERACY SKILLS FOR ALL STUDENTS.**

<http://www2.ed.gov/about/offices/list/oela/index.html>

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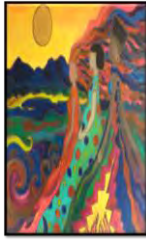
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Sin una lengua común no es posible hablarle a un pueblo o entenderlo: no se pueden compartir sus esperanzas y aspiraciones, captar su historia, apreciar su poesía y sus canciones. **DE NUEVO ME DI CUENTA DE QUE NO ÉRAMOS PUEBLOS DISTINTOS CON LENGUAS DIFERENTES, SINO QUE FORMÁBAMOS UN SOLO PUEBLO CON DISTINTAS LENGUAS.**



Nelson Mandela

*Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savor their songs. I again realized that we were not different people with separate languages; we were one people with different tongues.*

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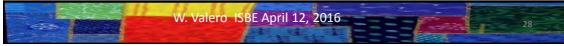
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