



OSSE DUAL LANGUAGE

HANDBOOK

A Collection of Best Practices to Support Educators Planning and Implementing
a Dual Language Program in the District of Columbia



Office of the State Superintendent of Education, Division of Teaching and Learning in
partnership with the Canizales Group.

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Dear Educators, School Leaders and Families:

The Office of State Superintendent of Education (OSSE), Division of Teaching and Learning works to develop and disseminate professional learning, tools and technical assistance about educational research, practices, and policies to support local education agencies (LEAs) serving multilingual learners in English as a second language and dual language instructional programs.

OSSE continually strives to enhance the educational experience for multilingual learners. The Division of Teaching and Learning publishes a valuable resource that aims to support LEAs in the planning and implementation of effective dual language programming for multilingual learners in the District of Columbia.

The dual language handbook is a collaborative effort that brings together research and best practices to guide educators and administrators in creating successful and sustainable dual language learning environments.

Dual Language Handbook Features:

- 1. Program Structure:** Identify effective models and structures for dual language programs, ensuring a well-organized and sustainable framework that meets the diverse needs of multilingual learners in each school community.
- 2. Biliteracy Instruction:** Explore best practices and pedagogy methodologies that promote biliteracy, which allows students to develop proficiency in two or more languages through purposeful and engaging instructional approaches.
- 3. Staff Quality:** Access guidance on creating dual language school committees to enhance collaboration among educators who are equipped with the knowledge and skills needed to facilitate successful dual language instruction.
- 4. Program Assessment:** Determine the tools for developing comprehensive assessment methods that monitor multilingual learners' progress and evaluate the effectiveness of dual language programs.

In addition to the information provided within the dual language handbook, educators should utilize the handbook as a tool for effective communication with parents and guardians. Facilitating conversation about the benefits of bilingualism is a crucial aspect of the collective mission to provide an inclusive and enriching educational experience for multilingual learners.

With partnerships between the LEAs, schools, and the community, an educational landscape can celebrate linguistic diversity and provide a nurturing learning environment for all students.

Landscape of Dual Language Schools in the District

Students throughout the District speak more than 80 languages, with Spanish, Amharic, French, Chinese and Arabic being the five most commonly spoken. English learners (ELs) are concentrated in the northwest of the District; approximately 150 schools have an EL population of less than 5 percent.

In the District of Columbia, five program models are commonly used to serve ELs, each of which is considered effective by experts in the field. These models have been designed to meet the varying needs and grade levels of students across English proficiency levels and include:

- **Two-Way/Dual Language Program**
- **Inclusion/Collaborative Teaching**
- **Content-based English as a Second Language (ESL)**
- **Newcomer Oral Language and Literacy Program**
- **Sheltered Content Program**

The District currently has 24 dual language schools offering a myriad of bilingual education programs in the following languages: Spanish, Chinese/Mandarin, French, and Hebrew. Enrollment in the District’s dual language schools has continued to increase year after year and is coupled with the rapid expansion of dual language programs available across all eight wards. Students in dual language classrooms make up roughly 10 percent of the overall student population in the District, representing a diverse group of students, including ELs, students with disabilities, at-risk students, and Black/African American students.

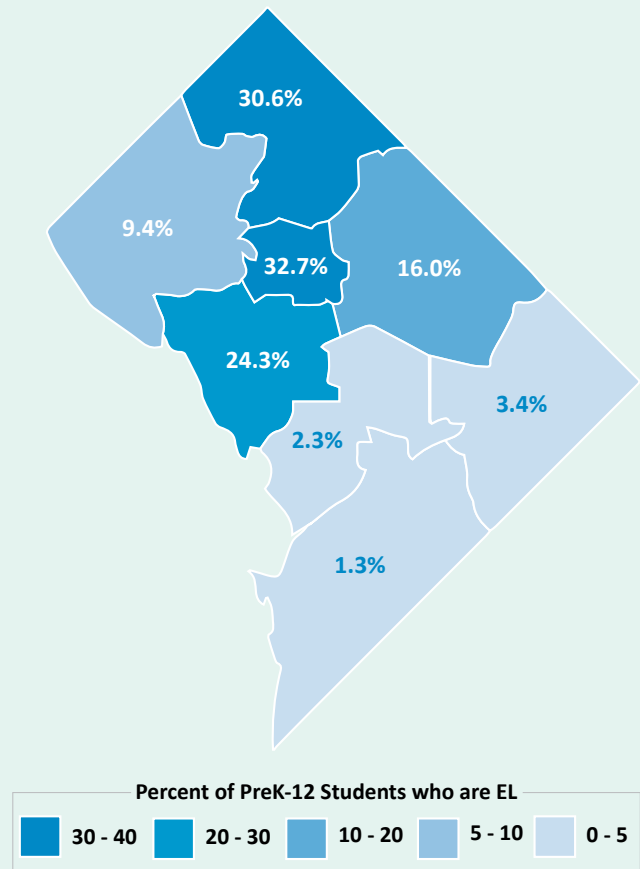
Dual language programs in the District of Columbia deliver biliteracy instruction in four languages.

Number of schools by language of instruction

- 22 English and Spanish
- 2 English and French
- 1 English and Chinese
- 1 English and Hebrew

Enrollment in a District dual language school continues to increase in response to parent and community demand for dual language educational opportunities. Both public and public charter schools have a dual language feeder pattern for grades pre-K to 12. The majority of dual language programs are in grades pre-K to 5

Percent of DC Students who are English Learners by Ward of Residence School Year 2022-2023



District of Columbia Public Schools (DCPS) dual language feeder pattern for grades pre-K to 12.

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<ul style="list-style-type: none"> Bancroft Elementary School Bruce-Monroe Elementary School @ Park View Cleveland Elementary School Houston Elementary School Marie Reed Elementary School Powell Elementary School Tyler Elementary School 	<ul style="list-style-type: none"> MacFarland Middle School Columbia Heights Education Campus (CHEC) 	<ul style="list-style-type: none"> Roosevelt High School Columbia Heights Education Campus (CHEC)
<ul style="list-style-type: none"> Oyster-Adams Bilingual School 		

For dual language programs in public charter schools, there is a lottery for those who want to apply. Students who are new to the District or students who want to apply for a transfer to a new public school can apply using [My School DC website](#).

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<ul style="list-style-type: none"> DC Bilingual Public Charter School Elsie Whitlow Stokes Public Charter School Latin American Montessori Bilingual (LAMB) Public Charter School Mundo Verde Public Charter School Washington Yu Ying Public Charter School 	<p>District of Columbia International PCS (6-12) Students attending DC Bilingual, Elsie Whitlow Stokes, LAMB, Mundo Verde Bilingual and Washington Yu Ying receive lottery preference if they wish to transition to the dual language program at DCI. All students must apply for admission through the lottery.</p>	
<ul style="list-style-type: none"> Briya Public Charter School Mary McLeod Bethune Public Charter School Sela Public Charter School 	<p>No lottery preference</p>	

What are the benefits of a dual language program?

The benefits of a dual language program outweigh the benefits of single-language programs, as evidenced by...

- Language learning benefits both monolingual English speakers and ELs in bilingual and dual language programs (Pagan, 2005).
- Bilinguals often exhibit a broad set of advantages that include the ability to switch their focus of attention and reflect on the structure of language itself, a process known as metalinguistic awareness (Beeman & Urow, 2008).
- There is a correlation between bilingualism and the offset of age-related cognitive losses (Bialystok, Craik & Ryan, 2006).
- Dual language programs provide ELs an opportunity to make faster-than-average progress on grade-level instruction. Native English speakers who are already on grade level can exceed the achievement of their monolingual-educated peers. For both groups, dual language instruction leads to enhanced creativity and critical thinking (Collier & Thomas, 2004).

This document concludes with a glossary of terms, an appendix, and additional resources.

I. PROGRAM STRUCTURE

Foundational Principles

Dual language is one program approved by OSSE to serve ELs in public schools in the District of Columbia. Additionally, a two-way dual language program offers ELs and monolingual English speakers the opportunity to develop biliteracy skills and sociocultural competency. In a dual language program, language is viewed as a strength and an asset to be leveraged, not a barrier. Students participating in a dual language program are considered *emergent bilinguals* who are simultaneously acquiring and learning two languages.

Goals of Dual Language Programs

Dual language programs across the country are designed around three main goals:

- 1) **Academic Achievement.** Students in dual language programs are held to high academic content knowledge and achievement to reach grade-level proficiency and access grade-level curriculum in both languages of instruction across all content areas.
- 2) **Bilingualism and Biliteracy.** Bilingualism refers to the ability of students to speak and understand two languages fluently. Students can communicate, comprehend, read, and write in two languages. Biliteracy, on the other hand, expands on bilingualism to include literacy skills across content areas. Biliteracy implies a deeper level of proficiency, encompassing reading and writing proficiently in two languages and the ability to learn science, math, history, or any other content area in two languages.
- 3) **Sociocultural competence.** In a dual language program, students will develop the ability to effectively interact, communicate, and navigate various cultural contexts while understanding and respecting different cultural groups' norms, values, beliefs, and practices. It involves language skills and an understanding of social, historical, and cultural factors that shape people's behaviors and perspectives.

For ELs, a dual language program provides instruction in English while developing proficiency in their home language. Both languages are valued; a Language Other Than English (LOTE) is not simply seen as a tool and/or means toward English proficiency. Biliteracy is always the goal.

Program School Models

The following are different dual language program models implemented across District schools. It is important to note that regardless of the whole school or strand models, dual language programs can be successful and sustainable if implemented with fidelity and a supporting infrastructure.

Whole-School Model

The whole-school model provides dual language instruction in all classrooms. Individual classrooms, grades, and subjects may vary in the specific dual language program model or approach, but the entire student body participates in dual language programming. A whole-school model is the recommended approach for programming, considering the characteristics of District schools and communities.

Strand Model

The strand model represents schools whose dual language instruction is provided across all grade levels served by the school with only a subset of students in each grade level participating in the dual language programming. This model can be implemented in schools where dual language programs are offered in all grades, but also in classrooms that offer instruction only in English.

Dual Language Student Population Models

Two-Way Model

The two-way dual language program model integrates ELs and monolingual English speakers in the same learning environment. This model serves both populations as it promotes students' first language and the acquisition of a second language through student-to-student interaction. Students serve as language models for one another, as the student population comprises native speakers of English and the partner language. A dual language school in the District is considered a two-way model because of the potential for all students to enroll through the lottery. Experts in the field strongly support the two-way model. This model is strongly recommended as an approved model to serve ELs in the city. The public school lottery provides an option to enroll in a two-way dual language program model via the My School DC lottery application for public and charter public schools in the District.

The Content and Language Allocation Plan

The content and language allocation plan specifies the language of instruction that will be used at different times, with different content areas, or on different days of the week. It is the most important fundamental document for any dual language program and should be clear to all stakeholders.

This guiding document strategically assigns language of instruction and percentages to content areas within each grade level.

Schools with dual language programs should have a content and language allocation plan that reflects students' bilingual and biliterate trajectories. Research suggests that content and language allocation plans are effective as long as there are three conditions present:

- 1) the entire school community adheres to the percentages assigned,
- 2) there are materials to support the content in the language assigned, and
- 3) teachers are assigned based on their language proficiency.

Content Language Allocation Plan Approaches

90/10. Students are immersed 90 percent of the instructional time in a LOTE. The 10 percent of English instruction can happen in any subject. It should include oral language development that extends what the students engage in the partner language to support English Language Development (ELD). This language allocation plan will likely exist in the early childhood years of pre-K 3, pre-K 4 and kindergarten. In the 90/10 model, English language instruction increases as students progress through the grades, with the ratio reaching 50/50 by grades 4 and 5.

80/20. Students are immersed 80 percent of the instructional time in the partner language (not English). The 20 percent of English instruction can happen in any subject and should include structured oral language activities to extend students' engagement in the partner language to support ELD. This language allocation plan will likely exist in the early childhood years of pre-K 3, pre-K 4 and kindergarten. In the 80/10 model, the amount of English language instruction increases as the students progress through the grades, with the ratio reaching 50/50 by grades 3 through 5.

50/50. Instructional time is divided equally between the two languages from kindergarten. It is recommended that students in kindergarten through grade 5 acquire simultaneous biliteracy. Students receive explicit teaching of listening, speaking, reading and writing skills in both languages. It takes place within thematic language arts instructional blocks. The research recommends that students enroll in a 50/50 dual language program for at least five school years to receive all the benefits of bilingualism and biliteracy.

Language Allocation Plan Grades 6-12

Dual language programs in grades 6-12 are defined by the coursework offered in a LOTE, starting with the language arts course. Next, a fundamental decision in which core content courses required for graduation will be taught in LOTE. Monolingual staff may challenge this decision, but fully proficient dual language students will learn content knowledge and take tests equally in English and LOTE.

Furthermore, it is important to offer Advanced Placement (AP) courses in LOTE as early as possible. Students who have been through a dual language program in grades pre-K-grade 5 are already experiencing the cognitive benefits of bilingualism, meeting or exceeding the learning outcomes of monolingual instruction. Dual language programs in middle and high school should encourage and facilitate the participation of ELs in AP courses.

For ELs who have recently arrived in the United States and enrolled in grades 6-12, it is recommended that they receive the ongoing curriculum that the English as a Second Language (ESL) staff has developed as part of the dual language program, including sheltered content programs. These recommendations are based on the research findings for middle and high school dual language programs (Thomas & Collier, 2018). See Appendix A for examples of the content and language allocation plan.

It is recommended that dual language students in middle and high school take language arts in both English and LOTE, in addition to one more content course. Applicable tools and templates for staff quality can be found in [Guiding Principles for Dual Language Education, Strand 1, pages 9-30](#).

Content-Based Consideration

Research supports the idea that students should have access to all subject areas in both languages over the course of a dual language program. Thematic instruction is the best practice for dual language learners and helps to support the building of background knowledge and vocabulary development. Accessibility to instructional materials in LOTE is a key priority when choosing a language allocation plan.

Key Features of Content and Language Allocation Plans

- **Staffing:** Staffing can pose challenges to the language allocation plans. When creating the language allocation plan, consider the programming the school will implement and plan staffing accordingly. Plans should not be changed based on the language preferences of staff. When considering changes, consider the trajectory of language instruction for the cohort of students affected before the teacher's request or preference.
- **Fidelity to Program:** Non-compliance with the language allocation is also a potential challenge, especially if the language of instruction is switched before testing periods, for instance, or when language allocation time is not protected by a teacher and/or a master schedule. It is critical that the entire teaching staff understand the language allocation plan, its goals of student biliteracy, and the role they each play within it to deter non-compliance.
- **Scheduling:** Inner-core classes and electives should also be included in the language allocation plan as they are an important part of the student's academic day. While we recognize that all specials, electives, and grade levels should have a clear language plan, it can be harder to accomplish in schools where the dual language strands share staff with the rest of the school. In those instances, a bilingual candidate is one option to meet the needs of all the school strands.

II. BILITERACY INSTRUCTION

The goal for dual language programming is that students become bilingual and biliterate. As such, it requires literacy instruction in both English and LOTE. Below are some important practices to achieve biliteracy instruction.

Thematic Units of Learning

Students should engage in English literacy and literacy in the partner language daily to develop biliteracy skills (Beeman & Urow, 2015). This means that language arts instruction (reading, writing, listening, and speaking) occurs in English and LOTE, and the bilingual unit of learning is strategically crafted to ensure the selection of learning standards and reduction of redundancy and translation across languages. For example, metaphor and simile do not have to be explicitly taught in both languages in elementary school. However, they can be practiced in both; they don't require redundant mini-lessons but rather a bridge to help students transfer their content knowledge from one language to the other.

The bilingual unit of learning can share essential questions and enduring understandings, but separate objective calendars based on the strategic division of standards. It also includes planned opportunities to develop metalanguage across languages of instruction and can result in cross-language thematic units of learning and connected projects for the culmination of learning. See Appendix B for a sample of a biliteracy unit of learning.

Focus on Oracy

Oracy is speaking and listening; those skills are a rehearsal for writing, and oracy development is crucial for vocabulary development in both languages. Additionally, speaking and listening allow students to develop their critical thinking and linguistic skills.

Importance of Oracy in the Dual Language Setting

- Highly effective biliteracy instruction fosters the development of expressive language through structured and planned dialogue, the rehearsal of selected language structures, and the refinement of vocabulary.
- Oracy is one of the four essential language domains needed to develop biliteracy effectively.
- Oracy can be understood as the language needed to interact with people and texts that includes explicitly teaching listening and speaking skills.
- Oral language is important for emergent bilinguals because it helps develop second-language learners' literacy skills.

Adding specific types of oracy activities to the literacy curriculum established an extensive oral language base and contributed to the development of literacy skills such as word recognition, grammar, and comprehension (Cooper, Collins & Saxby, 1992). These oracy activities included vocabulary development via learning archaic expressions, puns, phrases, rhymes, chants, tongue twisters, metaphors, figures of speech, and revoiced dialogue. See Appendix C for oracy examples.

Oracy Instruction in Two Languages

DIALOGUE

- Ensure meaningful student participation in literacy-related discussions.
- Agree/Disagree: Do you agree with how ___ solved the problem?
- "What if" questions: What would you do if ___?
- Open-ended questions: What were you thinking when you read about _____.

VOCABULARY

- Refine and expand students' word and concept range.
- Importance and utility: **Find** the number of sides of a **regular** polygon.
- Instructional potential: **Left** – Right vs. **left**, past tense of leave; reminders in math.
- Conceptual understanding: Easy/hard; simple/difficult; a breeze/challenging

LANGUAGE STRUCTURES

- Expand the grammatical complexity of students' speech.
- Simple/Complex Sentences:
 - I like to ride my bike.
 - I like to ride my bike. Every afternoon, I go to the park to play with friends.
- Conjunctions
 - It was a sunny day, but the wind was cold.
- Prepositions
 - There is some milk in the fridge.
- Subject-verb agreement:
 - My sister is going to the museum.
 - My friends are playing football.

Focus on Reading

Teaching for bilingual reading development is carefully selecting tasks simultaneously and interconnectedly providing reading instruction in two languages. Reading instruction in grades K-5 dual language classrooms includes interactive and explicit reading skills and strategies.

Authentic Biliteracy and Text Selection

In dual language settings, emergent bilinguals are working toward literacy in two languages; therefore, it is important that each language of instruction has access to complex, grade-level and high-interest text. Text sets in LOTE should be authentic texts versus translated options. Reading and writing in Spanish are grounded in the language's internal structure rather than translated instructional models. Whenever possible, it is important to incorporate texts that were originally written in Spanish, as well as Spanish-English bilingual texts.

Given the importance of authentic literacy instruction in developing biliteracy skills and cultural understanding, it is imperative to prioritize access to authentic texts in English and less commonly spoken languages in the United States. While acknowledging the challenges in sourcing such materials for languages beyond Spanish, exploring diverse resources and leveraging digital platforms is crucial to ensure a rich linguistic and cultural experience for bilingual learners. Incorporating authentic texts in multiple languages enhances language acquisition and fosters a deeper appreciation for diverse cultural perspectives, thereby enriching the biliterate trajectory in a dual language program.

Reading Instruction in Two Languages

Learning to read in two languages differs from learning to read in English/Spanish as a first language separately. As a starting point, Spanish and English are alphabetic languages and share similar alphabetic principles, but the languages have very different "ways of being." For this reason, it is important that educators work in collaboration with their teaching teams to ensure that foundational reading skills are not adding confusion to a young bilingual brain. For example, use the same picture (a mouse/un ratón) for the initial sounds of "m" in English and "r" in Spanish.

Additionally, dual language educators should note the importance of recognizing emergent readers' use of translanguaging to decode. This is why students' development of metalinguistic awareness is more important than merely correcting the bilingual approximation. An example of this in action is when dual language learners confuse the vowel sounds of "i" and "e" within the Spanish/English language.

FOUNDATIONAL READING SKILLS

- Concepts of print
- Decoding
- Fluency

READING COMPREHENSION SKILLS

- Describe main idea and details
- Distinguish elements and structure of literary and informational texts
- Recognize author's purpose

READING COMPREHENSION STRATEGIES

- Activate prior knowledge
- Make predictions
- Make personal and intertextual connections
- Cognate study

READING OF A RANGE OF TEXT TYPES WHOSE COMPLEXITY IS APPROPRIATE TO EACH GRADE LEVEL

- Literature
- Informational
- Poetry

Focus on Writing

Writing is an integral part of biliteracy instruction and is closely associated with the reading and oracy objectives. Writing instruction in dual language classrooms should include interactive and explicit writing instruction in both languages of instruction.

Considerations for Teaching Writing Instruction in Two Languages

Researched-based practices demonstrate that bilingual students' writing develops in ways different from those of their monolingual English-speaking peers. Code-switching and inter-literacy are patterns of writing unique to bilingual individuals, as they use or "borrow" markers of syntax from their linguistic repertoire that may only be appropriate for use in one language.

Because we know that bilingual students' writing abilities in each language develop at different rates, these writing behaviors of emergent bilingual students should be seen as normal because they are inherent to the process of learning to write in two languages. Students are not necessarily making errors. Instead, they are making bilingual approximations by borrowing learned writing structures from one language and applying them to another.

WRITING CONVENTIONS

- Grammar
- Spelling
- Punctuation

WRITING SKILLS

- Researching
- Outlining
- Editing & Revising
- Reading comprehension
- Time management

WRITING STRATEGIES

- Reading to build knowledge
- Developing an outline to organize a writing piece
- Posing a question for a written response
- Setting a tone and intention
- Utilizing technology to produce, publish, and interact with the audience

WRITING A VARIETY OF TEXTS

- Opinion
- Argumentative
- Informative/expository
- Narrative
- Recounting an event

Focus on Metalinguage

Metalinguage is thinking and talking about language; its main purpose is to consciously elevate students' abilities to detect, understand, and talk about how languages are similar and dissimilar. Bilingual students benefit from having two languages that complement one another. Students use their knowledge to develop a self-extending bilingual communicative system. It is important to understand the relationships between and within languages and for students to receive explicit instruction that models how to engage in comparative analysis between languages.

Planning Students' Metalinguage Development

Cross-language connection strategies are pedagogical practices to develop metalinguage and include, but are not limited to:

MORPHOLOGICAL AWARENESS

Inflection:

- book – books | play – played
- libro – libros | juego – jugué

COMPOUNDING

- air**plane** sun**flower** grass**hopper**
- aer**plano** giras**ol** saltam**ontes**

DERIVATION

- farm – farmer bake – baker cook – cooker
- granja – granjero pan – panadero cocina – cocinero

SYNTACTIC AWARENESS

Relationships among the words in a sentence.

- The **green turtle** swims in the ocean.
- La **tortuga verde** nada en el océano.

COGNATE STUDY

Conscious ability to understand words in different languages.

- **Community** **Comunidad**
- **President** **Presidente**
- **Observation** **Observación**
- **Leader** **Líder**

Considerations: Caution About Concurrent Translation

Concurrent translation is not the same as metalinguistic lessons. Concurrent translation is when information is immediately shared in the partner language; it teaches students that they need not attend to information presented in their second language because they know the same information will eventually be stated in their first. The direct translation of every statement and/or all instruction eliminates the authentic need to engage with and practice newly acquired language.

Therefore, teachers should:

Plan the use of both languages strategically during metalinguistic teaching moments.

Analyze language systems to expand students' linguistic repertoire.

Create spaces for bilingualism and the strategic use of language.

Bridging

[The Bridge](#) (Beeman & Urow) is a specific strategy that promotes biliteracy and bilingualism for all students. It is a planned learning experience that allows students to apply concepts learned in one language to another. The Bridge results in the development of metalanguage and, an improved ability to compare languages in terms of words and sentence structures, and an enhanced ability to transfer conceptual knowledge and skills across languages.

BRIDGING LEVEL 1: Making connections between languages	BRIDGING LEVEL 2: Academic language application across languages	BRIDGING LEVEL 3: Metalinguistic teaching
<p>Examples in the classroom:</p> <ul style="list-style-type: none"> • Color coding languages • Cognate walls • False cognate walls • ¿Como se dice? anchor charts 	<p>Examples in the classroom:</p> <ul style="list-style-type: none"> • Student ambassadors are able to greet visitors to the class and explain the content of the work in the partner language. • Paired literacy planning in action and evidence of bilingual planning and thematic culminating tasks. • Shared/similar anchor charts focused on vocabulary and processes across languages in the same grade level. • A mini-assessment (do now, partner turn-and-talk, verbal or written exit ticket) in the partner language. 	<p>Examples in the classroom:</p> <ul style="list-style-type: none"> • Anchor charts from metalinguistic awareness lessons. • Metalinguistic center work. For example, correcting a possessive plural in Spanish.

Bridging is different from translation because it is a planned lesson that is done with the students to transfer content knowledge, rather than used as a crutch to teach the content knowledge. There are different levels of bridging that can be promoted in the classroom:

Considerations for Translanguaging

[Translanguaging](#) is done by students and welcomed by teachers across all three stages of bridging.

“Translanguaging refers to both the discourse practices of bilinguals, as well as to pedagogical practices that use the entire complex linguistic repertoire of bilingual students flexibly in order to teach rigorous content and develop language practices for academic use.” - Dr. Ofelia Garcia (2014)

Translanguaging is a natural part of bilingual discourse and does not need to be “taught” to bilinguals. Rather, it is the role of educators to honor and acknowledge when students translanguange and simultaneously add target language/vocabulary to the student’s repertoire. According to Ofelia Garcia’s (2014) research on translanguaging and the dual language classroom, “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.” Therefore, although in dual language programs, the two target languages maintain separate spaces to ensure language acquisition, there is still room for using and supporting the native language to ensure content comprehension. (Marrero-Colón, M.B. 2021)

Applicable tools and templates for staff quality can be found in [Guiding Principle of Dual Language](#), Strand 3, pages 45-70.

III. STAFF QUALITY

School-based staff quality for dual language programming is an essential element in the success of a dual language school. The role of the principal, school-based leadership team, and classroom teachers must align with the dual language program's values, beliefs, and expertise.

School Principals

School leaders – particularly principals – are extremely influential in shaping a school's language policy and the overall quality of schooling that emergent bilinguals receive (Ascenzi-Moreno, Hesson, & Menken, 2015; DeMatthews & Izquierdo, 2017; Hunt, 2011; Menken & Solorza, 2014; Reyes, 2006; Rodriguez & Alanís, 2011; Scanlan & López, 2012; Theoharis & O'Toole, 2011; Wiemelt & Welton, 2015). Dual language principals must be able to set a clear vision for their students' bilingual instruction and align goals for the expected student support systems and curriculum design to achieve success. Strong school leaders collaborate with staff and parents to develop goals and objectives that align with the school's vision and mission, as set by the principal.

School leaders must take responsibility for disseminating the dual language program goals and its effective implementation through quality and bilingual professional development. School principals are responsible for the following:

- Shaping the school culture;
- Defining the dual language model that will be implemented;
- Designing, selecting, supplementing, or modifying the curriculum, instructional materials and design for teacher co-planning and ensuring a coaching plan for effective implementation;
- Setting expectations for teachers, students, parents and community members;
- Creating the content and language allocation plan and hiring accordingly;
- Creating a schedule that reflects the content language allocation plan; and
- "They ensure that appropriate and equitable financial and instructional resources are allocated to the program to meet the content standards, vision, goals, and assessment needs in each language; there is a serious effort to obtain high-quality materials in the partner language for

the students; and resources are allocated for the purchase and development of appropriate instructional, resource, and library materials that support the bilingualism and biliteracy vision and goals of the program, (Howard, 2018)."

Effective dual language principals must "successfully implement and sustain dual language bilingual education programs. They must be able to negotiate and resist top-down policies and external pressures promoting English-only instruction" (Menken, 2017). In shaping school policy and culture and, "For a bilingual education program to persist, school leaders cannot merely be what Shohamy (2006) terms "soldiers of the system who carry out orders" (p. 78), but instead must by definition be able to disrupt prevalent English-only policies" (Menken, 2017).

Principals in a dual language program should:

- Become familiar with research and practices in bilingual education.
- Include bilingual teachers in the development and implementation of educational goals.
- Promote collaboration among teachers across languages.
- Hire bilingual staff members that reflect their students' cultures.
- Encourage the participation of bilingual students' parents.
- Support all staff's engagements in professional development focused on emergent bilingual students.

While a principal's bilingualism in the target language (LOTE) is certainly helpful, their commitment and knowledge of dual language programming is what matters most. Principals who do not yet speak the target language should make all efforts to learn the language. They can also ensure that their leadership team is filled with bilinguals to help support curriculum, instruction, culture, and observations. However, we must not assume that just because a principal speaks the target language, they know dual language instructional, learning, and leadership principles.

Potential challenges that dual language principals face may include:

- Initial program design and structures and quality assurance of lasting programming.
- Scheduling and operations that protect the language allocation plan at all costs.
- Hiring teachers certified in the content areas and academically proficient teachers in the target language,

Additionally, research suggests that dual language principals must center social justice in their leadership style, “focus on the power of distributed leadership with social justice as a central goal” and rely on distributive leadership, where power “is not concentrated in only one individual, but includes teams of administrators, instructional staff, parents and families impacting decisions which value bilingualism and multicultural perspectives” (Menken, 2017).

School-Based Dual Language Leadership Team

School-based dual language leadership team members help take agency over the school’s curriculum and instructional program and should be comprised of educators who:

- Have extensive knowledge of dual language education and immersion theory and research. Have implemented second language acquisition strategies.
- Are bilinguals.
- Have demonstrated effective classroom practices.
- Can work together to implement a model correctly.

The school-based dual language leadership team should also include representation of different subgroups such as special education case managers, school psychologists, contents, and languages.

Dual Language Teachers

Dual language teachers must see themselves as “language teachers” regardless of their instruction content, grade level, or language. They must also believe in the goals and promise of the dual language program and approach teaching and learning from a multilingual perspective.

Characteristics of effective dual language teachers: “In highly effective schools serving English learners, effective staff had the following characteristics (Howard & Sugarman, 2007; López, Scanlan, & Gundrum, 2013; Williams et al., 2007):

- Certification to work with English learners and dual language students, especially coursework in English language development and assessment;
- High levels of partner language proficiency (in dual language programs);
- A demonstrated ability to use assessment data to raise student achievement;
- Familiarity with state standards, ability to align instruction to curriculum standards, strong content knowledge, and training in curriculum;
- Supportive attitude for a collegial atmosphere for learning and improvement;
- Familiarity with the school community;
- Excitement about teaching” (CAL, 2018).

Teachers in dual language education programs need native or native-like proficiency in the language(s) they teach (Montecel & Cortez, 2002). Successful bilingual programs select staff using screening measures to ensure full written and oral proficiency in both languages (CAL, 2018). While there are clear benefits to having bilingual teachers, monolingual teachers (in either Spanish or English) can still be contributing members of the school community. They should make an effort to model language learning and bilingualism. Highly effective bilingual schools offer language classes, courses, and summer opportunities from which families and teachers can benefit, moving the community toward biliteracy skills.

Fostering High-Quality Collaboration for Student Success

Additionally, dual language teachers must be highly collaborative and open with their classroom practice because they often have both content/language partners (colleagues who teach the same content as them and instruct in the same language as them), vertical integration partners (colleagues who teach the same content as them across multiple grade levels, also known as departments) and grade-level partners (colleagues who teach the same students as they do). This level of collaboration is unique to dual language teachers because they often share the same set of students with at least one other teacher and up to three others if the school's main core subjects are departmentalized. For this reason, classroom routines, parent/caregiver communication, and assessments must be approached through collaborative structures that center the student experience and strategic efforts among the educators.

This level of intentional coordination relies on having sufficient and shared collaborative time among teachers that is carefully planned and prioritized. Teachers should use this time to collaborate on clear tasks that span parent/caregiver communication, unit and lesson planning, student-work protocols, and socio-emotional "KidTalk" protocols. Teachers also need to dedicate time to attend special education meetings and quarterly (at minimum) data meetings with interventionists and reading/math/EL specialists to ensure appropriate progress monitoring, student grouping, and support.

The music, art, library and wellness teachers should also have collaborative protocols to understand the scope and sequences of the thematic biliteracy units of the grades they serve. This allows them to integrate their content with projects, themes, and units that can add to the background schema and vocabulary development of the students' dual language experience.

Considerations for Professional Development

LEAs should consider offering professional development (PD) related to dual language best practices yearly and make efforts to provide it in both languages of instruction to ensure teachers receive professional learning and capacity building for both the language and content in which they teach and the languages of instruction.

LEAs are responsible for PD for dual language teachers; OSSE's Division of Teaching and Learning offers PD opportunities and technical assistance in different content areas, including ELs and dual language programs.

Educators in the District can register for PDs offered by the Division of Teaching and Learning via the [OSSE Learning Management System](#).

Applicable tools and templates for staff quality can be found in [Guiding Principle of Dual Language, Strand 5, pages 89-104](#).

IV. Program Assessment

All dual language programs should be reviewed periodically for quality assurance and program evaluation, especially when the LEA is considering expansion. Program assessment should inform comprehensive schools' improvement and professional development plans for the school leaders, teachers, and staff; ongoing learning and improvement are important parts of a reflective practitioner's practice. This type of assessment should never be the sole responsibility of one person (i.e., an assistant principal or dual language coordinator); instead, it should be a team of knowledgeable members from the school community representing multiple perspectives and stakeholders. Sometimes, this can be the work of an Academic Leadership Team (ALT) over the school year, or a specific task force or professional learning community dedicated to program assessment over the course of one or two school years. See below for more guidance on beginning this type of program assessment.

To undertake this process, you will likely want to convene a group of stakeholders that includes parents, community members, teachers, administrators, support staff, and perhaps students from the upper grades in order to ensure that you are making an informed assessment for each area. You may want to assess your current status in all domains, or you may find it helpful to focus on one or two strands and investigate them in depth. For example, recently established programs or those that are expanding may want to focus on program structure, while stable, veteran programs might prefer a focus on assessment and accountability or staff quality. You can also use the templates to monitor changes in your program over time and assess the extent to which you have addressed and made progress in areas that need improvement."

- Center for Applied Linguistics, *Guiding Principles of Dual Language*, 3rd edition

Applicable tools and templates for program assessment can be found in the [Guiding Principle of Dual Language](#):

- Strand 7: Support and Resources, pages 121-132,
- Appendix A: Templates for Self-Evaluation, pages 132-146.

GLOSSARY

Bilingualism

Bilingualism refers to the ability of students to fluently understand two languages. The ability to read, write, listen, speak, and negotiate life in more than one language.

Biliteracy

Biliteracy implies a deeper level of proficiency, encompassing reading and writing proficiently in two languages and the ability to learn science, math, history, or any other content area in two languages.

Dual language (DL)

A type of bilingual education in which students are taught literacy and academic content in English and a Language Other Than English (LOTE); at least 50 percent of instruction takes place in LOTE throughout the elementary school, and instruction in LOTE in language arts and one more content area extends to middle and high school.

English Learners (ELs)

Students who: (a) are age 3-21; (b) are enrolled or preparing to enroll in an elementary school or secondary school; (c) come from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) require English language development supports to achieve successfully in classrooms where the language of instruction is English.

Emergent Bilinguals

Students who are enrolled in a dual language program are in the process of learning English in addition to her or his native language(s). Depending on their performance in the states' English language proficiency assessments, these children may or may not be formally considered ELs by their schools. Students develop grade-level listening, speaking, reading, and writing skills in two languages through instruction in each targeted language.

Immigrant Children

Section 3301(6) of Title III of the ESEA defines immigrant children and youths as individuals who:

- are aged 3 through 21;
- were not born in any state (defined as each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in any one or more states for more than three full academic years.

Language Other Than English (LOTE)

It refers to the partner language, which makes up a school's dual language setting.

LEA

Local educational agency.

Multilingual Learners

Students with bilingual and biliteracy skills are not necessarily enrolled in a dual language program. Multilingual skills are acquired and practiced at school, in the community, or among family members, regardless of language proficiency in English and LOTE. These students may or may not be formally considered ELs by their schools, depending on their performance on states' English language proficiency assessments. Including students who have exited the EL status.

OSSE

Office of the State Superintendent of Education. OSSE is the state education agency for the District of Columbia charged with raising the quality of education for all DC residents.

SEA

State education agency.

Two-Way Dual Language Immersion

One type of dual language program. This program model serves both students who are ELs and monolingual English speakers integrated with the same learning environment. It promotes students' first language and the acquisition of a second.

APPENDIX A

Dual Language – Language Allocation Plan Examples

LANGUAGE ALLOCATION – SAMPLE				
Grade	90/10 Model		50/50 Model	
	Language Other Than English (LOTE)	English Language Development	Language Other Than English (LOTE)	English Language Development
K	90% Spanish	10% English	50% Spanish	50% English
1	80% Spanish	20% English	50% Spanish	50% English
2	70% Spanish	30% English	50% Spanish	50% English
3	60% Spanish	40% English	50% Spanish	50% English
4	50% Spanish	50% English	50% Spanish	50% English
5	50% Spanish	50% English	50% Spanish	50% English

Grade: K

Model: 90:10

LANGUAGE ARTS 120 MIN	MATH 90 MIN.	SCIENCE/SOCIAL STUDIES 45 MIN.
Language Development - Spanish 75 min.	Math - Spanish 80 min.	Science/Social Studies - Spanish 45 min.
Writing - Spanish 30 min.		
Cross-language Connection 25 min.		
Daily Minutes of Instruction: 255		

Grade: 1

Model: 80:20

LANGUAGE ARTS 120 MIN	MATH 90 MIN.	SCIENCE/SOCIAL STUDIES 45 MIN.
Language Development - Spanish 70 min.	Math - Spanish 70 min.	Science/Social Studies - Spanish 45 min.
Writing - Spanish 25 min.		
English language development 25 min.		
Cross-language Connection 25 min.		
Daily Minutes of Instruction: 255		

Grade: 2

Model: 70:30

LANGUAGE ARTS 120 MIN	MATH 90 MIN.	SCIENCE/SOCIAL STUDIES 45 MIN.
Language Development - Spanish 50 min.	Math - Spanish 60 min.	Science/Social Studies - Spanish 45 min.
Writing - Spanish 30 min.		
Cross-language Connection 50 min.		
Daily Minutes of Instruction: 255		

Grade: 3

Model: 60:40

LANGUAGE ARTS 120 MIN	MATH 90 MIN.	SCIENCE/SOCIAL STUDIES 45 MIN.
Language Development - Spanish 50 min.	Math - Spanish 50 min.	Science/Social Studies - Spanish 45 min.
Writing - Spanish 20 min.		
English language development 70 min.		
Cross-language Connection 25 min.		
Daily Minutes of Instruction: 255		

Grade	6	7	8
English	Language Arts Science	Language Arts Math	Language Arts Science
Language Other Than English	Language Arts Math	Language Arts Science	Language Arts Math

Grade	English	Spanish	Math	Social Studies	Science
9	Freshman Language Arts	Spanish for Spanish Speakers	Algebra I	US History	Geography Teacher E
10	Sophomore Language Arts	AP Spanish Language	Geometry	World History	Biology
11	American Literature	AP Spanish Literature	Algebra 2	AP Government / Economics	Physics
12	Honors and AP Classes	Honors Dual Language/ Latin American Studies	Trig/ Pre-Calculus	IB History of the Americas	Health and Wellness

APPENDIX B

Plan to Develop Oracy

Book	Carlos and the squash plant. Romero-Stevens, J. (1995). Pittsburg, PA: Luna Rising.
Grade	3
Genre	Narrative literature
Literacy Objective	CCSS.ELA-Literacy.RL3.3; Text analysis: Children will demonstrate comprehension of text through written responses to the following comprehension questions: <ul style="list-style-type: none">• What was the problem in the story?• Who are the principal characters?• How was the problem solved?
Oracy Objectives	Language Structures <ul style="list-style-type: none">• Compare and contrast – Transformation question to answer. Example: <ul style="list-style-type: none">• How are you like Carlos? I am like Carlos because ____.• How are you different than Carlos? I am different than Carlos because ____.• Transformation – Compare and contrast with negation. Example: <ul style="list-style-type: none">• Carlos lives in a farm; we live in a city. How are farms and cities different?• A farm is different from a city because a farm has ____, but a city does not. A city has ____, however a farm does not.
	Vocabulary <ul style="list-style-type: none">• Things from the city: tall buildings, subway, lots of people, stores.• Things from the farm: animals, fields, people, crops.
	Dialogue <ul style="list-style-type: none">• Conditional phrases<ul style="list-style-type: none">▪ Would you rather live in the farm or in the city? Why?▪ Would you rather take a bath or shower?▪ Should everyone take a bath? Why?

Planeación para el desarrollo de la oralidad

Libro	Un paseo por la ciudad, Greco, M. (2016) SAVVAS Learning Company.
Grado	3
Género	Textos informativos
Objetivo literario	<p>CCSS.ELA-Literacy.RI.3.1; CCSS.ELA-Literacy.RI.3.7 Análisis del texto: Los estudiantes demostrarán comprensión del texto mediante las respuestas proporcionadas a las siguientes preguntas:</p> <ul style="list-style-type: none"> • ¿Qué sabes de las ciudades? • ¿Cuál crees que fue el propósito del autor al escribir este texto? • ¿Cómo te ayudan los encabezados y fotos a entender de qué trata el libro?
Objetivos de oralidad	<p>Estructuras de lenguaje</p> <ul style="list-style-type: none"> • Comparar y contrastar <p>Ejemplo:</p> <ul style="list-style-type: none"> • Algunas personas viven en departamentos de edificios muy altos, mientras que otros viven en edificios más pequeños. • Millones de personas viajan en tren subterráneo o autobús, mientras que otras prefieren caminar o andar en bicicleta. • Formas y funciones – Expresar una lista perteneciente a un grupo de acciones, objetos, o lugares. <p>Ejemplo:</p> <ul style="list-style-type: none"> • Los policías, los bomberos, el alcalde y los maestros son empleados del municipio. • Usualmente, cerca del centro de la ciudad, se pueden encontrar museos, tiendas y parques.
	<p>Vocabulario</p> <ul style="list-style-type: none"> • Medios de transporte en la ciudad: auto, autobús, motocicletas, bicicletas, patines. • Trabajos en la ciudad: panaderos, cocineros, policías, secretarias, vendedores, constructores.
	<p>Diálogo</p> <ul style="list-style-type: none"> • Sustentar una opinión <ul style="list-style-type: none"> • ¿Por qué es mejor vivir en la ciudad? Menciona tres razones por las que es mejor vivir en la ciudad. • ¿Por qué no es mejor vivir en la ciudad? Menciona tres desventajas de vivir en una ciudad. • ¿Cuál es la ciudad más importante del país? ¿Por qué?

Oracy: Lesson Plan Checklist

	YES	NO	NOTES
1. The book selection represents the languages of instruction.			
2. The book selection is appropriate to students' reading level and linguistic abilities.			
3. The lesson plan includes literature and oracy objectives.			
4. The literature and oracy objectives are different for each language of instruction.			
5. The lesson plan includes language structures that will help students to practice language at the discourse level.			
6. The lesson plan includes dialogue questions and prompts to help students practice language at the sentence level.			
7. The lesson plan includes key vocabulary words that students need to strengthen reading comprehension.			
8. There is evidence of collaboration and dynamic language development for both languages of instruction.			

Plan to Develop Reading Comprehension

Book	Cultures Around the World, Jody Jackson.
Grade	1
Genre	Narrative literature
Literacy Objective	CCSS.ELA-Literacy.RI.1.3; CCSS.ELA-Literacy.RI.1.2; CCSS.ELA-Literacy.RF.1.3. Describe the connections between students and a text. Identify key ideas and details. Know and apply grade-level phonics and words analysis skills in decoding words.
Reading Plan	<p>Foundational Reading Skills</p> <ul style="list-style-type: none"> • High-frequency words: diphthongs ow, ou. • Syllables V/CV, VC/V <p>Example:</p> <ul style="list-style-type: none"> • Show picture cards: brown, and cloud. Ask students “What do you see?”. Teacher: When I say cloud, I also hear the vowel sound /ou/. Have students say brown and cloud aloud. • Model: When I say now, I hear these sounds: /n/ /ou/. When I say out, I hear these sounds: /ou/ /t/. • Have students segment and blend words: down, shout, town, loud, south, mouse, ouch, etc.
	<p>Reading Comprehension Skills</p> <ul style="list-style-type: none"> • Use illustrations and key details to understand texts. • Use key details to retell a story. • Determine the central message of a story. • Describe characters and events.
	<p>Reading Comprehension Strategies</p> <ul style="list-style-type: none"> • Read aloud. <ul style="list-style-type: none"> • Look at illustrations in the text. What does the picture represent? How do you know? • Graphic Organizer <ul style="list-style-type: none"> • Compare and contrast two events. • Have students record their reading in a daily reading log. • Help students make connections between events described in a book and students’ experiences. • Have students review with the teachers the connections they made in their book.

Planeación para el desarrollo de la comprensión lectora

Libro	La escuela antes y ahora, Marianne Lenihan (2016), SAVVAS Learning Company.
Grado	1
Género	Textos informativos
Objetivo literario	CCSS.ELA-Literacy.RI.1.1; CCSS.ELA-Literacy.RI.1.4; CCSS.ELA-Literacy.RI.1.5; CCSS.ELA-Literacy.RF.1.3. Comprender cómo usar la estructura y la organización de un texto informativo para entender el tema. Determinar el significado de palabras en un texto. Conocer y aplicar fonemas y análisis de palabras para decodificar palabras apropiados al grado.
Plan de lectura	<p>Habilidades fundamentales para la lectura</p> <ul style="list-style-type: none"> • Relación sonoro-gráfica de las letras c, q, k. • Decodificar palabras con c, q, k. <p>Ejemplo:</p> <ul style="list-style-type: none"> • En un cartel o pared de palabras dividir en tres columnas. Escribir las palabras casa, queso y kilo con una foto correspondiente en cada columna. • Practicar sílabas con las letras c, q, k. Decodificar palabras. • Leer el texto en voz alta. Dividir la clase en equipos. Proporcionar una copia del texto leído y pedir a los estudiantes que escriban las palabras con c, q, y k que encuentren en el texto.
	<p>Habilidades para la comprensión lectora</p> <ul style="list-style-type: none"> • Identificar las características de un texto informativo. • Observar la portada y contraportada del texto, identificar el autor, identificar cada uno de los subtítulos localizados en el texto. • Aprender cómo la forma en que está organizada la información del texto ayuda a la comprensión lectora. • Título y otros encabezados, tabla de contenidos o índice, glosario, páginas, etc.
	<p>Estrategias para la comprensión lectora</p> <ul style="list-style-type: none"> • Leer el texto más de una vez durante la semana con un propósito diferente en cada lectura. • ¿Qué ideas importantes sobre la comunidad de la escuela se dan en el texto? Dar ejemplos del salón de clase, el autobús escolar, trabajo de los maestros, la directora y el personal de la cafetería. • Hacer preguntas acerca del texto leído. <p>Organizadores gráficos para la lectura:</p> <ul style="list-style-type: none"> • Lo que sabemos, lo que queremos saber, lo que aprendimos
	<p>Análisis del lenguaje.</p> <ul style="list-style-type: none"> • Identificar palabras clave en el texto para ayudar a la comprensión del mensaje. • ¿Cómo las imágenes incluidas en el texto ayudan a la comprensión lectora? • Palabras e imágenes.

Reading: Lesson Plan Checklist

	Yes	No	Notes
1. The book selection represents the languages of instruction.			
2. The book selection is appropriate to students' reading level and linguistic abilities.			
3. The book selection is connected by theme and skills.			
4. The lesson plan includes foundational reading skills for each language of instruction.			
5. The lesson plan includes reading comprehension strategies for both languages of instruction.			
6. The lesson plan includes support to help students to monitor their own comprehension of each language of instruction.			
7. The lesson plan includes key strategies that students need to strengthen reading comprehension.			
8. There is evidence of collaboration and dynamic language development for both languages of instruction.			

Plan to Develop Writing Skills

Book	Space and People's Ideas About Space. Israel Walker. Pearson, Scott Foresman.
Grade	5
Genre	Informative/Explanatory Writing
Literacy Objective	CCSS.ELA-Literacy.W.5.1; CCSS.ELA-Literacy.W.5.4; CCSS.ELA-Literacy.W.5.7. Students will (1) understand the relationships between concepts and events based on information provided in texts; (2) develop a topic with facts, definitions and details; and (3) use domain-specific language and vocabulary to inform the reader.
Writing Plan	<p>Writing Conventions</p> <ul style="list-style-type: none"> Dictado (Lesson plan included in session 2).
	<p>Writing Skills</p> <ul style="list-style-type: none"> Identify text features (headings, bold and italic text, photos, maps, and diagrams) to organize and explain a topic. Authors do lots of research before they begin to write. Choose reliable sources of information. Connect ideas from different sources, explain effectively and transition between ideas. Catch readers' attention.
	<p>Writing Strategies</p> <p>Prepare</p> <ul style="list-style-type: none"> Remind students that writers choose text features and visuals to help present new information. Synthesize information from sources and consider how that information connects. Begin drafting a brochure, model brainstorming, and remember to concentrate when writing sentences and paragraphs. Edit brochures from previous lessons to ensure effective organization and effective use of visuals. <p>Organize</p> <ul style="list-style-type: none"> Analyze visual elements and text features to better understand a text. Gather and assess information from previous lessons. Take notes of own ideas about the topic. Plan an outline and remember that brochures must convey a message in a clear, logical, and compact way. Model drafting process. Remember not to be afraid to make big changes. The writing process will give opportunities to clarify and refine the writing. Review a brochure by reviewing the structure, domain-specific language, and visuals. <p>Write</p> <ul style="list-style-type: none"> The teacher writes at least one sentence analyzing the text's features. Review information, identify and list the main ideas and important points they may want to use in a summary. Create a plan for how and where to include visual elements in a brochure. In addition to writing sentences and paragraphs, create mock layouts that will help to visualize a brochure. Make a clean copy of the latest draft. Review the information and highlight main ideas and key details to include in an oral presentation. Write a conclusion that considers the audience when writing.

Planeación para el desarrollo de la comprensión lectora

Libro	El viaje de la Tierra. Donna Latham. Pearson, Scott Foresman.
Grado	5
Género	Textos informativos
Objetivo literario	CCSS.ELA-Literacy.W.5.1; CCSS.ELA-Literacy.W.5.4; CCSS.ELA-Literacy.W.5.7. Los estudiantes (1) entenderán la relación entre conceptos y eventos basados en la información proporcionada en textos; (2) desarrollarán un tema con hechos, definiciones y detalles; (3) usar vocabulario específico al tema para informar a los lectores.
Objetivos de escritura	<p>Convenciones de la escritura</p> <ul style="list-style-type: none"> • Dictado (la lección para el dictado se incluye en la siguiente sesión).
	<p>Habilidades de escritura</p> <ul style="list-style-type: none"> • Identificar los elementos del texto (encabezados, títulos, palabras en negrita y cursiva, fotos, mapas, diagramas, etc.) para organizar y explicar un tema. • Los autores hacen varias investigaciones antes de comenzar a escribir. • Elegir fuentes confiables de información. • Conectar ideas de diferentes fuentes, con una efectiva explicación y transición de ideas. • Llamar la atención de los lectores.
	<p>Estrategias de escritura</p> <p>Preparar</p> <ul style="list-style-type: none"> • Enfatizar a los estudiantes que es importante identificar fuentes confiables de información digital e impresas para llevar a cabo una investigación. • Crear un bosquejo de folleto para informar acerca de un planeta del sistema solar. • Editar folletos de lecciones previas para asegurar la organización apropiada y el uso de visuales. <p>Organizar</p> <ul style="list-style-type: none"> • Buscar en línea y encontrar recursos digitales confiables. Recordar que para obtener mejores resultados es importante reducir términos estratégicamente para la búsqueda. Por ejemplo: satélite natural o expedición a marte. • Obtener y evaluar información de lecciones previas. Tomar nota de sus propias ideas acerca de un tema. • Determinar el modo más efectivo de ordenar los párrafos incluidos en un folleto informativo. • Establecer el escenario para que los estudiantes presenten su folleto a todo el grupo. <p>Escribir</p> <ul style="list-style-type: none"> • El maestro escribe al menos un enunciado analizando los elementos de un texto. • Revisar la información, identificar y enlistar ideas principales, así como detalles importantes que los estudiantes podrían usar como resumen. • Además de escribir enunciados y párrafos; crear esquemas que ayuden a visualizar el folleto informativo. • Comenzar a revisar el folleto y qué cambios se necesitan hacer. Explicar que al revisar y reescribir son partes clave del proceso de escritura. • Escribir una conclusión considerando la audiencia al momento de escribir.

Dictado: Mini Lesson Plan Sample

Week of: June 6-10, 2022.		Anchor Text: America's Birthday	
Genre: Expository nonfiction		Skill: Summarize	Theme/Topic: American Symbols
Dictado: The Fourth of July is a great holiday in the United States. It is on the day America decided to be free from England. This happened more than two hundred years ago, on July 4, 1776.			
Teaching Points			
Word Study		Suffixes: 1. Write regular verbs. 2. Add the suffixes -ed to the verbs. 3. Explain that resulting words can be used to form verb tenses.	
Conventions		Proper nouns: A proper noun names a specific person, place, thing, or idea and is always capitalized. Dates: Write dates using the "English" format.	
Cross-language Connections		Cognates: <ul style="list-style-type: none"> America Independence 	Compare and Contrast: <ul style="list-style-type: none"> Writing dates in English and Spanish United States – Estados Unidos

Semana de junio 13-17 de 2022		Texto central: Amigos por correo electrónico	
Género: Expositivo no ficción		Habilidad: Secuencia de eventos	Tema: Un país, muchas culturas
Dictado: Queridos estudiantes: Me da gusto informarles que las vacaciones de verano ya están muy cerca. Durante las próximas dos semanas habrá actividades divertidas en la escuela. ¡No se lo pueden perder! Atentamente: Maestro Santiago			
Elementos de enseñanza			
Estudio de palabras		Palabras con acento gráfico. 1. Identificar palabras agudas, graves-llanas y esdrújulas. 2. Palabras en singular y plural.	
Convenciones		Signos de puntuación Punto; dos puntos; and signos de admiración	
Conexión entre los idiomas		Cognados: <ul style="list-style-type: none"> vacaciones actividades 	Comparara y contrastar: <ul style="list-style-type: none"> Puntuación de escritos en español e inglés

Writing: Lesson Plan Checklist

	Yes	No	Notes
1. The written product represents the languages of instruction.			
2. The writing process is grade-level appropriate to develop students' writing skills.			
3. Theme and/or skills connect the writing process in both languages of instruction.			
4. The lesson plan includes diverse and interactive writing approaches.			
5. The lesson plan includes writing convention strategies for both languages of instruction.			
6. The lesson plan includes support to help students write.			
7. There is evidence of collaboration and dynamic language development for both languages of instruction.			

Dictado: Checklist

	Always	Often	Sometimes	Barely	Never
1. Teachers do a dictado routine every week.					
2. The dictado alternates one week in Spanish and one week in English in a 50:50 dual language model.					
3. Students develop and use a standard marking code.					
4. There is a notebook or composition book dedicated to dictado for each student.					
5. Students practice the same dictado at least three times in a week.					
6. The main teaching points are about language arts and metalanguage.					

Plan to Develop Cross-Language Connections

Week of: Sept. 12-16, 2022.		Bilingual Books: How to Grow Tomatoes / Cómo cultivar tomates	
Genre: Expository nonfiction		Skill: Summarize	Theme/Topic: Life Cycle
Teaching Points			
Cognate Study		<ul style="list-style-type: none"> Recognize and track vocabulary cognates. Discuss with students how it is possible to infer the meaning of a word in one language through its cognate in another language. Identify similar sounds and meanings. Cognates: Tomatoes, plants, fertilizer, compost 	
Morphologic and Syntactic Awareness		<ul style="list-style-type: none"> Create a chart with 5 Spanish past-tense verbs. Ask if they know how to say it in English. Reinforce the meaning of each verb by asking students to act out the verb as they say it in English. Point out the –ed ending of regular English verbs to recognize that the action happened in the past. Compare and contrast past-tense verbs and identify language patterns. 	
Translanguaging		<ul style="list-style-type: none"> Read the bilingual book to expand their ideas by asking questions in both languages. Identify the vowel sounds in two languages. Grow/Creceer, Home/Hogar, House/Casa 	

Cross-language Connections: Lesson Plan Checklist

	Yes	No	Notes
1. The schedule reflects a time dedicated to cross-language connections.			
2. Teachers in both languages of instruction implement cross-language connection strategies.			
3. Anchor charts for cross-language connections are visible and accessible for students.			
4. Teachers from both languages of instruction collaborate to plan and deliver instruction focused on metalanguage development.			
5. The main teaching points are about metalanguage and the meaning of the words.			
6. A color-coded schema is evident in charts where languages of instruction are represented.			

APPENDIX C

Oracy Components

Dialogue

Examples of Developing Dialogue

Language Structures

Examples of Language Structures

Vocabulary

Examples of Building Vocabulary

Resources

Professional Development by OSSE

OSSE support for dual language programs is offered to DC educators and includes professional development opportunities for teachers, school leaders and administrators to plan and implement dual language programs that align with educational goals and student needs. Training sessions are offered via [OSSE Learning Management System](#) and technical assistance is provided by [OSSE's Division of Teaching and Learning](#)

The US Department of Education, Office of English Language Acquisition, published an analysis of relevant research and extant data related to dual language education policies and practices released in December 2015. [Learn more](#) about expected benefits for ELs, program definition, and implementation.

Common Core State Standards in Spanish

- [Artes de la lengua grados K-5](#)
- [Artes de la lengua grados 6-12](#)

WIDA in Spanish

- [Marco de referencia de las artes del lenguaje del español de WIDA](#)
- Los descriptores Podemos: Usos clave del lenguaje académico en español:
- [Educación Temprana](#)
- [Kínder](#)
- [Primer Grado](#)
- [Segundo y Tercer Grado](#)
- [Cuarto y Quinto Grado](#)
- [Sexto a Octavo Grado](#)
- [Noveno a Doceavo Grado](#)

High Quality Instructional Materials

OSSE defines high-quality instructional materials (HQIM) as sequential, comprehensive materials that are evidence-based and aligned with District of Columbia content standards. [Please visit OSSE HQIM website.](#)

OSSE, in partnership with EdReports, provides free reviews of K-12 instructional materials. Please visit [EdReportsHQIM](#) for more details.

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