

# Dual Language Program Overview





# **Presentation Outcomes**



**Understand the:**

- **Why Dual Language Programs?**
- **Dual Language Program Elements and Structures**
- **Dual Language Program successes and areas for growth**

# Understand Why DL Programs?





**Illinois  
State Board of  
Education**

**20>  
Bilingual Services**

**Dual Language**

**Transitional  
Bilingual  
Program (TBE)**

**Goal=  
Biliteracy**

**One-way  
Dual  
Language**

**Two-way  
Dual  
Language**

**Goal=  
English  
Only**

# Dual Language Board Policy

## DUAL LANGUAGE PROGRAM

The Chief Executive Officer/Superintendent/designee shall develop and maintain an 80:20 Dual Language Program from preschool to 12<sup>th</sup> grade for English Learners and English dominant students. The Dual Language program is a form of transitional bilingual education (TBE) in which students are taught literacy and academic content in two languages in varying ratios (e.g. 80% Spanish, 20% English in pre-K and K) as they progress through the program. The program will:

1. Develop bilingualism, biliteracy, high academic achievement through linguistic cognitive development, and positive cross-cultural competencies necessary to compete globally while closing the opportunity gap for culturally and linguistically diverse students.
2. Award the biliteracy seal to those students that obtain a certain level of English and Spanish proficiency that is meaningful for college and career readiness as determined by the Illinois State Board of Education.
3. Provide dual language services for students that are identified as gifted.
4. Appropriately identify English Learners and English dominant students.
5. Provide two successful dual language models to address the district's diverse student demographics:
  - a. Two Way Dual Language Program: will be composed of, English Learners with a home language background of Spanish, as well as native English and English-dominant students. The district will determine the linguistic balance ratio required for the Two Way dual language classroom.
  - b. One Way Dual Language Program: will be composed of Spanish-speaking English Learners.
  - c. Both programs will implement the same instructional principles
6. Expose Dual language students to the same high expectations and rigor of the standards-based School District U-46 curriculum across content areas with language development components that follows an 80:20 language of instruction model.
7. Provide instruction in all required academic subjects in both languages according to the established language allocation, grade level, and U-46 Dual Language Curriculum Alignment Plan (CAP).
8. Provide an 80:20 dual language program that is designed to support an additive bilingual multicultural environment, where the home language is viewed as an asset and all students learn a second language without compromising their first language.
9. Determine the appropriate instructional environment for English Learners.
10. Comply with State law regarding Transitional Bilingual Educational program (TBE).
11. Comply with any applicable federal law and/or any requirements for the receipt of federal and/or State grant money for English Learners.
12. Annually assess the English proficiency of English Learners and monitor their progress in order to ensure appropriate program placement.

13. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
14. Notify parents/guardians of, and provide information about: (1) the instructional program, reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's IEP, if applicable, and (7) information on parent/guardian rights. Parental involvement will be encouraged and parents/guardians will be regularly apprised of their child's progress.
15. Highly encourage parental involvement and will provide a Dual Language Parent Compact to be signed by the parents.
16. Comply with ISBE reclassification of English Learners criteria, and per parental approval, English Learners will remain in the Dual language program after having met ISBE English proficiency criteria.

All District schools, regardless of whether they receive Title I funds, shall provide services that taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

CROSS REF.: English Learners (Policy No. 6.160)

2014/2019  
Adopted: 7.21.14  
Amended: 3.4.2019

# Why Dual Language?



**Equity**



**Opportunity**

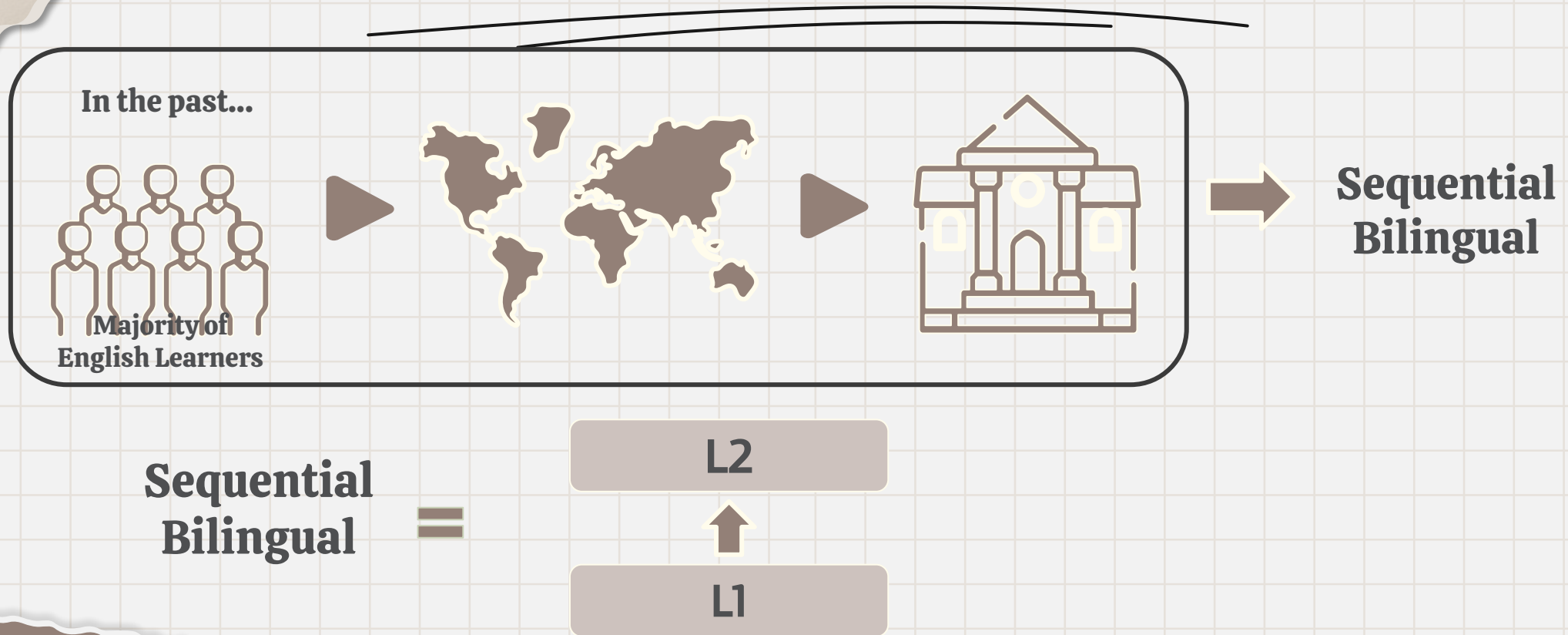
# Understand Why DL Programs?



**Equity**



# Equity: Shift in Student Population





# Equity: Shift in Student Population

In the past...

**Transitional  
Bilingual  
Program  
(TBE)**



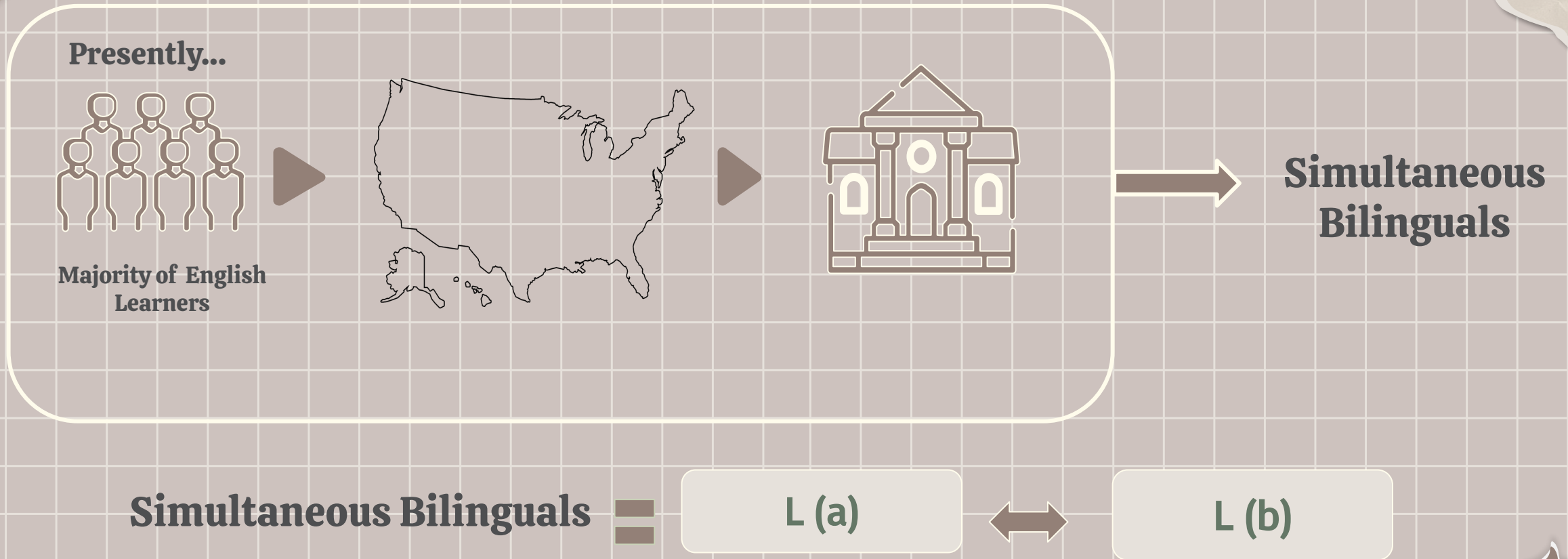
**Sequential  
Bilingual**

L2: English

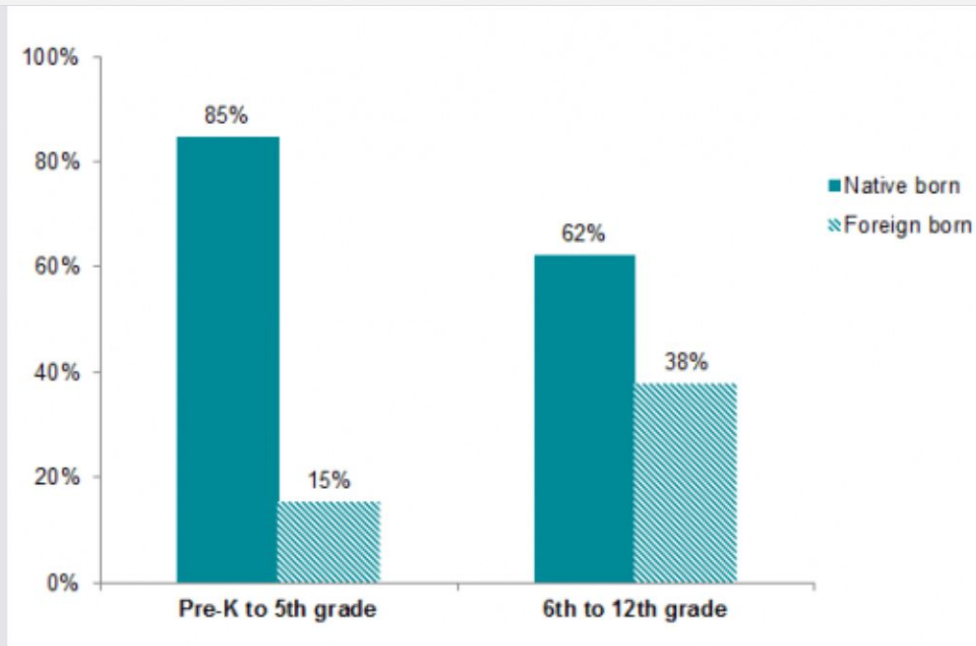


L1: Spanish

# Equity: Shift in Student Population



# Equity: Shift in Student Population



*Note:* The figure refers to English Language Learner (ELL) students, ages 5 to 17, enrolled in school by grade.  
*Source:* MPI tabulation of data from the U.S. Census Bureau 2013 ACS.

**36,062**

**Total U-46  
Enrollment**

**24,424 = 67%**

**Indicate a Second  
Language**

**22,058 = 90%**

**U.S Born**

**14,023 = 38%**

**English Learners**

**12,893 = 91%**

**U.S Born**

**Simultaneous  
Bilinguals**

**L (a)**



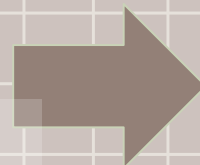
**L (b)**



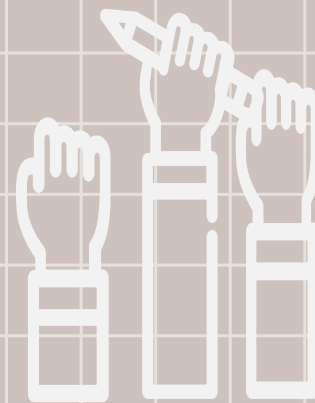
# Dual Language Programs

Allow EL's to access both language repertoires so as to demonstrate a comprehensive knowledge base

Allow EL's to preserve and grow in each language in order to further cultivate cultural self identity and familial connections



# Equity



**Language is more than just words...**

# Language=

- **Identity**
  - *"My language is my identity."*
- **Family**
  - *"I use language to communicate and connect with my family."*
- **Culture**
  - *"I use language as an instrument to share and connect with my culture."*





# Why Dual Language?



**Opportunity**



# Opportunity

## DL Program Student Participation

Students who are  
identified as  
**English Learners**  
with Spanish as a  
Home Language

All other  
students who  
are **not** identified  
as English  
Learners

# Biliteracy Opportunities



**Cognitive**



**Academic**



**Career**



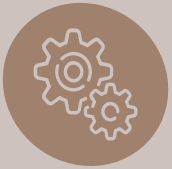
**Cultural  
Competence**

# **Understand Dual Language Structures and Elements**

# The elements and Structures of our Dual Language Program are...



**Culturally and linguistically responsive lens**



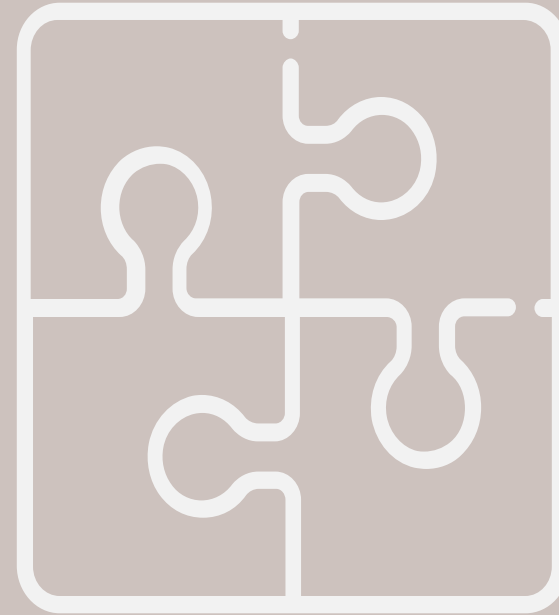
**Strategic**



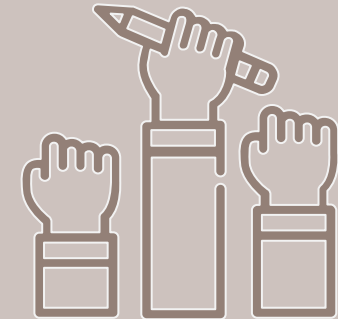
**Purposeful**



**Intentional**



**Equity**



# Dual Language Program Goals

**Develop high levels of proficiency in two languages (English and Spanish)**



**Perform at or above grade level academically**

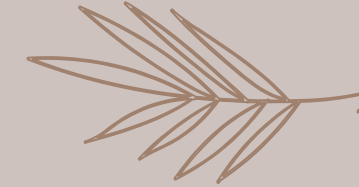


**Be on the path towards becoming bilingual and biliterate global citizens in the long-term**



**Demonstrate positive cross-cultural attitudes and behaviors**



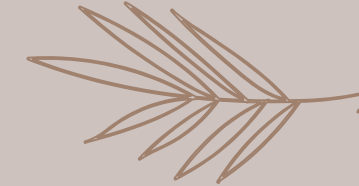


# Structures and Elements

## Language Allocation by Grade Level

Grade Level	% in Spanish	% in English
Pre-K	80%	20%
Kindergarten	80%	20%
1st Grade	70%	30%
2nd Grade	60%	40%
3rd- 6th Grade	50%	50%

# Structures and Elements



<div> <div>Third Grade 50:50</div> <div> <div>School District U-46</div> <div>ELL Educational Services</div> <div>U-46 Dual Language Curriculum Alignment Plan</div> <div>80:20 One-Way or Two-Way Dual Language Programs</div> <div>2021-2022</div> </div> </div>					
Average of 315 instructional minutes per day (lunch not included) <b>D<sup>3</sup></b> Differentiated - Developmentally appropriate - Data-driven U-46 Balanced Literacy Framework following a thematic integrated curriculum aligned with ILDS, SLA (WIDA) and CCSS standards					
GRADE LEVEL TIME ALLOCATION	Language Block 50 minutes* (Weekly average: 350 minutes)	Reader's Workshop 60 minutes* (Weekly average: 360 minutes)	Writer's Workshop 40 minutes* (Weekly average: 280 minutes)	Math 65 minutes* (Weekly average: 325 minutes)	Word Study 15 minutes* (Weekly average: 75 minutes)
THIRD GRADE 50:50	Language of Instruction: SPANISH CONTENT AND LANGUAGE OBJECTIVES to promote ORACY and LITERACY DEVELOPMENT engaging students in academic conversations	Language of Instruction: SPANISH/ENGLISH CONTENT AND LANGUAGE OBJECTIVES to promote ORACY and LITERACY DEVELOPMENT engaging students in academic conversations	Language of Instruction: SPANISH/ENGLISH CONTENT AND LANGUAGE OBJECTIVES to promote ORACY and LITERACY DEVELOPMENT engaging students in academic conversations	Language of Instruction: ENGLISH CONTENT AND LANGUAGE OBJECTIVES to promote ORACY and LITERACY DEVELOPMENT engaging students in academic conversations	Language of Instruction: SPANISH CONTENT AND LANGUAGE OBJECTIVES to promote ORACY and LITERACY DEVELOPMENT engaging students in academic conversations
Spanish 155 min.	Morning meetings/Building Community/SEL** Phonics Interactive/Shared Read Aloud Word study Academic vocabulary/Text Talk	Mini-lesson Literacy rotations: All focused on student interaction with literature Guided Reading 2-3 groups/day Independent reading Conferencing/Reflecting Group share	Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share	Concept Development/Direct Fluency Application Problem Exit Ticket Homework	Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share
English 160 min.	Morning meetings/Building Community/SEL** Phonics Interactive/Shared Read Aloud Word study Academic vocabulary/Text Talk	Mini-lesson Literacy rotations: All focused on student interaction with literature Guided Reading 2-3 groups/day Independent reading Conferencing/Reflecting Group share	Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share	Concept Development/Direct Fluency Application Problem Exit Ticket Homework	Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share
40 minutes PHYSICAL EDUCATION, ART & MUSIC					
30 minutes LIBRARY/INFORMATION & DIGITAL LITERACY/STEM					
*Minutes adapted for DL Language Allocation - See Dual Language CAP for more details. **SEL Integrated and reinforced throughout the day. For full-time in person instruction					

## Curriculum Alignment Plan CAP

<div> <div>U-46 ELL Department</div> <div>Dual Language One-Way or Two-Way</div> <div>50:50 3<sup>rd</sup> or 4<sup>th</sup> Grade</div> </div>					
Teacher:	School:				
SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Language Block (Weekly average: 350 minutes)*	8:00-8:50 Language Block Morning meeting/Building Community/SEL** Phonics Interactive/Shared Read Aloud Word study Academic vocabulary/Text Talk	8:00-8:50 Language Block Morning meeting/Building Community/SEL** Phonics Interactive/Shared Read Aloud Word study Academic vocabulary/Text Talk	8:00-8:50 Language Block Morning meeting/Building Community/SEL** Phonics Interactive/Shared Read Aloud Word study Academic vocabulary/Text Talk	8:00-8:50 Language Block Morning meeting/Building Community/SEL** Phonics Interactive/Shared Read Aloud Word study Academic vocabulary/Text Talk	8:00-8:50 Language Block Morning meeting/Building Community/SEL** Phonics Interactive/Shared Read Aloud Word study Academic vocabulary/Text Talk
Reader's Workshop (Weekly average: 360 minutes)*	8:50-9:10 Writer's Workshop Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share	8:50-9:10 Reader's Workshop Mini-lesson Literacy rotations Guided Reading 2-3 groups/day Independent reading Conferencing/Reflecting Group share	8:40-9:20 Music Integrated with Gen. Ed.	8:50-9:50 Reader's Workshop Mini-lesson Literacy rotations Guided Reading 2-3 groups/day Independent reading Conferencing/Reflecting Group share	8:50-9:50 Reader's Workshop Mini-lesson Literacy rotations Guided Reading 2-3 groups/day Independent reading Conferencing/Reflecting Group share
Writer's Workshop (Weekly average: 280 minutes)*	9:10-9:40 Library/Information & Digital Literacy/STEM 9:40-10:00 Writer's Workshop Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share	10:00-11:00 Writer's Workshop Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share	10:00-10:40 P.E. Integrated with Gen. Ed.	9:50-10:40 Writer's Workshop Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share	9:50-10:40 Writer's Workshop Mini-lesson Guided/Shared writing Independent writing Conferencing/Reflecting Group share
Science/Social Studies (Weekly average: 275 minutes)*	11:00-11:50 Science/Social Studies	11:00-11:50 Science/Social Studies	10:40-11:30 Reader's Workshop Mini-lesson Literacy rotations Guided Reading 2-3 groups/day Independent reading Conferencing/Reflecting Group share	10:40-11:30 Science/Social Studies	10:40-11:30 Science/Social Studies
Content-based ESL Math (Weekly average: 325 minutes)*	12:35-1:40 Content-based ESL Math Concept Development/Direct Fluency Problem Set Application Problem Exit Ticket Homework	12:35-1:40 Content-based ESL Math Concept Development/Direct Fluency Problem Set Application Problem Exit Ticket Homework	12:35-1:40 Science/Social Studies 1:00-2:00 Content-based ESL Math Concept Development/Direct Fluency Problem Set Application Problem Exit Ticket Homework	12:35-1:40 Content-based ESL Math Concept Development/Direct Fluency Problem Set Application Problem Exit Ticket Homework	12:35-1:40 Content-based ESL Math Concept Development/Direct Fluency Problem Set Application Problem Exit Ticket Homework
Literacy-based ESL (Weekly average: 75 minutes)*	1:40-2:00 Literacy-based ESL Word Study	1:40-2:00 Literacy-based ESL Word Study		1:40-2:00 Literacy-based ESL Word Study	1:40-2:00 Literacy-based ESL Word Study

\*Minutes adapted for DL Language Allocation - See Dual Language CAP for more details. \*\*SEL Integrated and reinforced throughout the day.  
 For full-time in person instruction

## Sample Daily Schedule

# 2021-2022

## School Calendar

### 3<sup>rd</sup> GRADE DL

### Language Calendar

To be used during the  
**Reader's and Writer's Workshops**

**July 2021**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**August 2021**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**September 2021**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**October 2021**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**November 2021**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**December 2021**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Integrated Curriculum**  
**Launch Unit**  
**Reader's and Writer's Workshops**  
(2-3 weeks)

Building community and getting to know your students through the strategic use of both languages

Calendars are based on a three week launch unit. If you use less time, adjust your days in units 1 and 2 accordingly, ensuring balance across a 4th unit.

**Integrated Curriculum**  
**Unit 1**  
**Reader's Workshop**  
(4-5 weeks)  
Mode: Narrative

**Integrated Curriculum**  
**Unit 4**  
**Reader's Workshop**  
(5 weeks)  
Mode: Informative

**Integrated Curriculum**  
**Unit 2**  
**Reader's Workshop**  
(4-5 weeks)  
Mode: Narrative

**Integrated Curriculum**  
**Unit 5**  
**Reader's Workshop**  
(6 weeks)  
Mode: Opinion

**Integrated Curriculum**  
**Unit 3**  
**Reader's Workshop**  
(6 weeks)  
Mode: Informative

**Integrated Curriculum**  
**Unit 6**  
**Reader's Workshop**  
(6 weeks)  
Mode: Opinion

52 days of Spanish Sheltered Language Instruction

34 days of English Sheltered Language Instruction

176 DAYS OF INSTRUCTION PER DISTRICT'S CALENDAR

Green: Spanish Language of Instruction

Blue: English Language of Instruction

Updated December 2021

**January 2022**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**February 2022**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**March 2022**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**April 2022**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**May 2022**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**June 2022**

Sa	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

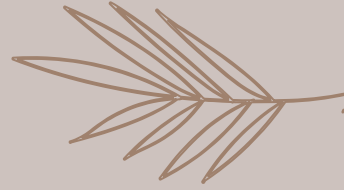
**1st Semester 83 Days**



**2nd Semester 93 Days**


## Language Calendar



# Language Allocation



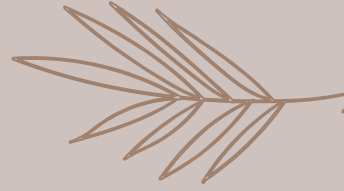
<div>  <b>U-46 ELL Department Secondary DL Program Language of Instruction Allocation</b>  </div>							
GRADE	ENGLISH LANGUAGE ARTS	SPANISH LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE	MATH	P.E. / HEALTH	ROTATION / ELECTIVES
7 <sup>th</sup> Grade	LITERACY-BASED ESL (ELDS)	Humanities Block		CONTENT-BASED ESL (ELDS)	CONTENT-BASED ESL (ELDS)		
8 <sup>th</sup> Grade	LITERACY-BASED ESL (ELDS)	Humanities Block		CONTENT-BASED ESL (ELDS)	CONTENT-BASED ESL (ELDS)		
9 <sup>th</sup> Grade	LITERACY-BASED ESL (ELDS)						
10 <sup>th</sup> Grade	LITERACY-BASED ESL (ELDS)			CONTENT-BASED ESL (ELDS)			
11 <sup>th</sup> Grade	LITERACY-BASED ESL (ELDS)		CONTENT-BASED ESL (ELDS)		CONTENT-BASED ESL (ELDS)		
12 <sup>th</sup> Grade	LITERACY-BASED ESL (ELDS)						
Language of Instruction: <b>SPANISH</b> SPANISH LANGUAGE ARTS STANDARDS (WIDA) SPANISH LANGUAGE DEVELOPMENT STANDARDS (SLDS)			Language of Instruction: <b>ENGLISH</b> ENGLISH LANGUAGE DEVELOPMENT STANDARDS FOR ELLs (ELDS)				
Language of Instruction <b>SPANISH OR ENGLISH</b>			Not a U-46 graduation requirement				



12-9-2020

For additional information, please refer to the HS DL Matrix.

# Professional Development Structures

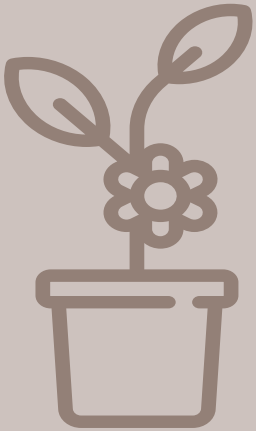


**U-46 Professional Development**

**Newly Hired Teachers Professional  
Development**

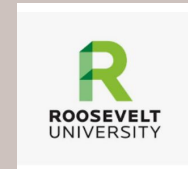
**DL Teacher Academy**

**Individual Assistance in Professional  
Learning**



## Beyond U-46

**Partnerships**





# Successes and Opportunities for Growth



# Successes

# Dual Language Students

**There was an increase in the number of students who obtained a 3 in the the AP Spanish Language test.**

**Number of DL Co-taught Classes**

**There was an increase in the number Students in Gifted Programming**

**Students Currently Taking...**

**Honor Classes**

**AP Classes**

**Dual Credit Spanish Classes**

**Increase in students who obtained the Seal of Biliteracy**



# Leadership Opportunities

## DL Student Advisory



## Leadership Camps



My thoughts are, listen to other people's opinion. It was really fun being a leader. It was really fun coming to Camp Edwards."

## DISTRICT U-46 DUAL LANGUAGE CERTIFICATION COMMITTEE



WHO ARE WE?  
¿QUIÉNES SOMOS?

Name	Building	Role
Camila Ramírez Guillén	LHS	DL Student
Eimi Guerrero	BHS	DL Student
Giselle Naranjo	LHS	DL Student
María Melo	SEHS	DL Student
Natalia Linares	SEHS	DL Student
Samantha Elizalde	EHS	DL Student
Stephanie Luna Gutierrez	SHS	DL Student
Zurisdai Castañeda	BHS	DL Student

## The world is at your fingertips

Come talk to our CEO and his Student Advisory about how you can start making a difference in leading the world.

## 7-9 DL Student Leadership Institute

**When: Saturday, November 10, 2018**  
**Where: Elgin High School**  
**Time: 10:50am—12:30pm\***  
**NO REGISTRATION REQUIRED**

You're welcome to join your parent(s) for the Keynote and panel sessions



## The World is at your Fingertips!

### DUAL LANGUAGE STUDENTS' LEADERSHIP INSTITUTE

Led by Dianha Ortega-Enreth  
Youth Leadership Facilitator

When: November 9, 2019 from 8:30am to 12:30pm during the DL Parent Academy

Where: Elgin High School

Who: 7<sup>th</sup> – 10<sup>th</sup> Grade Dual Language Students

Equity

Motivation

Preparation for the Future

Life Goals

No registration required

Join us for a separate student leadership gathering of fun activities





# Family Connections



## Recorded Webinars



How to advocate for your child's academic progress  
WATCH RECORDING



Fostering Social Emotional Learning at Home  
WATCH RECORDING

## Grabaciones de las Sesiones



Cómo abogar por el progreso académico de su hijo(a)  
VEA GRABACIÓN

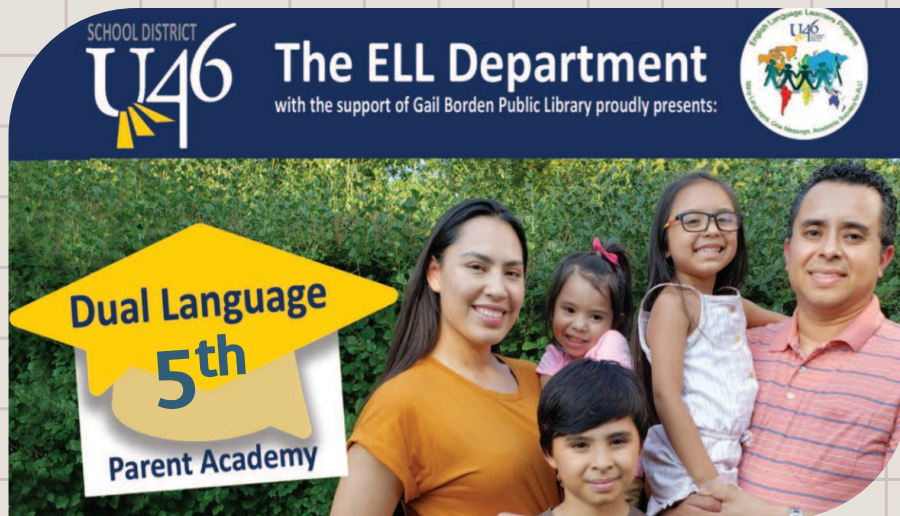


Promover el Desarrollo Emocional en Casa  
VEA GRABACIÓN

## Home School Liaisons



## DL Parent Academy



## DL Informational Meetings

**Interested in Our U-46 DUAL LANGUAGE PROGRAM?**  
If you are a parent of an incoming kindergartener or 1<sup>st</sup> grader, please consider joining one of the sessions below.

**¿Interesados en nuestro PROGRAMA de LENGUAJE DUAL en U-46?**  
Si son ustedes padres de estudiantes que van a comenzar el kindergarten o 1er grado consideren asistir a una de las siguientes reuniones informativas.

Date Zoom Link (English)	Time Horario	Fecha Enlace de Zoom (español)
Monday, January 31, 2022 <a href="https://tinyurl.com/DLInfoEnglish">https://tinyurl.com/DLInfoEnglish</a>	6:30pm-7:30pm	Lunes, 31 enero de 2022 <a href="https://tinyurl.com/DLInfoEspEnero">https://tinyurl.com/DLInfoEspEnero</a>
Thursday, February 3, 2022 <a href="https://tinyurl.com/DLInfoEnglish">https://tinyurl.com/DLInfoEnglish</a>	6:30pm-7:30pm	Jueves, 3 de febrero de 2022 <a href="https://tinyurl.com/DLInfoEspFebrero">https://tinyurl.com/DLInfoEspFebrero</a>
Wednesday, March 2, 2022 <a href="https://tinyurl.com/DLInfoEnglish">https://tinyurl.com/DLInfoEnglish</a>	6:30pm-7:30pm	Miércoles, 2 de marzo de 2022 <a href="https://tinyurl.com/DLInfoEspMarzo">https://tinyurl.com/DLInfoEspMarzo</a>
*Tuesday, March 22, 2022 Sycamore Trails Elementary 1025 Sycamore Ln., Bartlett, IL 60103	6:30pm-7:30pm	*Martes 22 de marzo de 2022 Sycamore Trails Elementary 1025 Sycamore Ln., Bartlett, IL 60103
*Wednesday, April 6, 2022 Channing Memorial Elementary School 63 S. Channing St., Elgin, IL 60120	6:30pm-7:30pm	*Miércoles 6 de abril 2022 Channing Memorial Elementary School 63 S. Channing St., Elgin, IL 60120
*Tuesday, April 19, 2022 Independence Elementary School	6:30pm-7:30pm	*Martes 19 de abril de 2022 Independence Elementary School



# Opportunities for Feedback

**U-46 DL  
Certification**



**ELL  
Informational  
Meetings**



**DL AP  
Meetings**



**ELL Lead Teacher  
Meetings**



**DL Advisory**



**DL HS  
Implementation  
Committee**



# Multicultural Resources

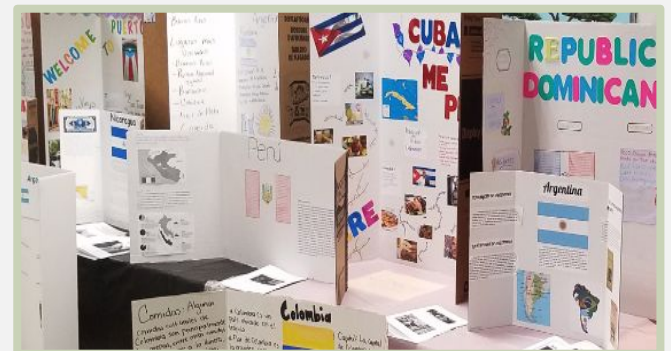


7 TH GRADE DUAL LANGUAGE ALE/SLA RECOMMENDED RESOURCES			
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>INDIVIDUAL TEXTS (6 TITLES)</b>	<b>INDIVIDUAL TEXTS (3 TITLES)</b>	<b>INDIVIDUAL TEXTS (4 TITLES)</b>	<b>INDIVIDUAL TEXTS (3 TITLES)</b>
Encuentro con la Gran Ciudad	Aventuras de un niño de la calle	Cuando callaron las armas	Hasta el viento puede cambiar de piel
Ecos del desierto	Bajo las palmas reales	La línea	Puerto Libre: Historia de migrantes
El anillo de César	El hombre que fue un mapa	La escuela no siempre fue así	Quiero ser la que seré
La guarida de las lechuzas		Sentido contrario en la selva	
La emperatriz de los etéreos			
Padres ajenos			
<b>TEXTS FOR WHOLE GROUP INSTRUCTION (13 TITLES)</b>	<b>TEXTS FOR WHOLE GROUP INSTRUCTION (18 TITLES)</b>	<b>TEXTS FOR WHOLE GROUP INSTRUCTION (5 TITLES)</b>	<b>TEXTS FOR WHOLE GROUP INSTRUCTION (17 TITLES)</b>
A un hombre de una gran nariz	Arañas pesadillas y lagañas	El fútbol pasado y presente	Abuelas con identidad
Ana Frank	Bajo el cielo de Atacama	La ceremonia de iniciación	Cosa de todos los días
Como un pájaro	El visitante nocturno	Los libros no siempre fueron así	Cuando aún no existían los sueños
Con los ojos abiertos	Esquimales, kwakiutl y hurones. Los indígenas de Canadá, Alaska y Groenl.	Tenochtitlan se escribe con CH	En la oscuridad
El rey poeta. Biografía de Nezahualcóyotl	Kayapó, jibaros y cashinauas. Los indígenas de la Amazonia		La aventura de las lenguas
Diente de león	La calle es libre	Los pájaros no tienen fronteras	Las maletas de Auschwitz
La batalla de la luna rosada	La composición		Los besos de Hércules
Luis y Jennifer en: César Chávez y la máquina del tiempo	La piedra y el metal. Cuentos y leyendas de América	<b>NEWSLA/NALE (11 TITLES)</b>	
Nelson Mandela		Adolescentes y horas de sueño	
		Alumnos tratan de hacer	

HONORS SLA II LIST OF RESOURCES/LISTA DE RECURSOS DE ALE II HONORES			
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>INDIVIDUAL TEXTS (2 Titles)</b>	<b>INDIVIDUAL TEXTS (3 Titles)</b>	<b>INDIVIDUAL TEXTS (4 Titles)</b>	<b>INDIVIDUAL TEXTS (3 Titles)</b>
La Celestina	El Lazarillo de Tormes	Anaconda y otros cuentos de la selva	Aura
El cantar del Mio Cid	Fuenteovejuna	El devorador de hombres	Relato de un naufragio
	La vida es sueño	Maria	Y fui toda en mí
		Marianela	
<b>TEXTS FOR WHOLE GROUP INSTRUCTION (6 Titles)</b>	<b>TEXTS FOR WHOLE GROUP INSTRUCTION (10 Titles)</b>	<b>TEXTS FOR WHOLE GROUP INSTRUCTION (8 Titles)</b>	<b>TEXTS FOR WHOLE GROUP INSTRUCTION (11 Titles)</b>
Fábulas	Brevísima relación de la destrucción de las Indias	Cuento Hispanoamericano del Siglo XIX	Antología poética de Antonio Machado
La Celestina (Work and Study of the Work)	Con ansias vivas, con mortal cuidado	Damned Authors, 23 autores de culto	Antología poética de Mario Benedetti
La Celestina (Book + CD)	Don Quijote de la Mancha I	El salvaje	Bodas de sangre
		Para noche de insomnio y otros cuentos	Canto a la vida
La Celestina (Adaptation)	Don Quijote de la Mancha II	La Rumba	El Llano en llamas
Libro de buen amor	Don Quijote de la Mancha (Adaptation)	Maria (Work and Study of the Work)	La familia de Pascual Duarte
Poesía – Jorge Manrique	Don Quijote de la Mancha (Selection)	Marianela (Work and Study of the Work)	
<b>STUDY SYNC (1 Title)</b>	El Lazarillo de Tormes	Rubén Darío, del símbolo a la realidad	La invención de Morel
Vision de Anahuac	El Lazarillo de Tormes (Adaptation)		Los santos inocentes
<b>OTHER (7 Titles)</b>	La vida es sueño (Work and Study of the Work)	<b>STUDY SYNC (3 Titles)</b>	Pedro Páramo
Coplas a la muerte de su padre	Ladran, Sancho	La guerra de los Yacarés	Raíz de amor, antología poética
Introducción a "El conde Lucanor"		La compuerta número 12	Veinte poemas de amor y una canción desesperada
Mitología precolombina	<b>OTHER (4 Titles)</b>	Yo quiero ser cómico	<b>NEWSLA/NALE (1 Title)</b>
Selección de El Cantar del mio Cid	Góngora and Quevedo (online)		Muralismo mexicano El arte de la identidad y la revolución
El romance del Conde Olinos	Tres mitos Latinoamericanos	<b>OTHER (2 Titles)</b>	<b>STUDY SYNC (6 Titles)</b>
	Murales de Diego Rivera	Don Juan Tenorio	Cajas de cartón
El Romance del prisionero	Fuentes secundarias de lectura precolombina	La Regenta	El reino del dragón de oro
Bombas y Plenas – Puerto Rico			



# Cultural Competence



# Affirming Students' Identities

## Centering Bilingualism & Biliteracy in 12th Grade Latinx Studies

ESSA/Multilingual IL Conference 2022

**Yadira Rivera**  
Elgin High School

**Dra. Mónica González**  
University of Illinois at Urbana Champaign



Elizalde 1

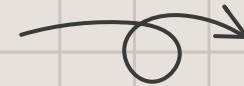
Samantha Elizalde

2) Comenta un logro, evento o experiencia de tu vida te llevó a un crecimiento personal así como una reflexión de ti mismo o de los demás.

### Echale Ganas

Todas las noches entre semana, alrededor de las 7, mi madre se pone al lado de los fogones y prepara la cena para el día siguiente. La veo hervir el agua para que se cueza la carne, la salsa girando en la batidora y el ventilador a toda velocidad mientras los olores de su cocina pululan por toda la casa. Veo sus manos venosas y rígidas, maltratadas por el metal que lleva todos los días al trabajo, mezclando su cuchara en la olla. En medio del agotamiento, sigue

# Opportunities for Growth





# Opportunities for Growth

**Staffing/Recruitment**

**Elective offerings in  
Spanish**

**Continuously adapting program  
structures/elements to research and  
best practices**

**Newcomers/Students with  
Limited or Interrupted  
Formal Education (SLIFE)**

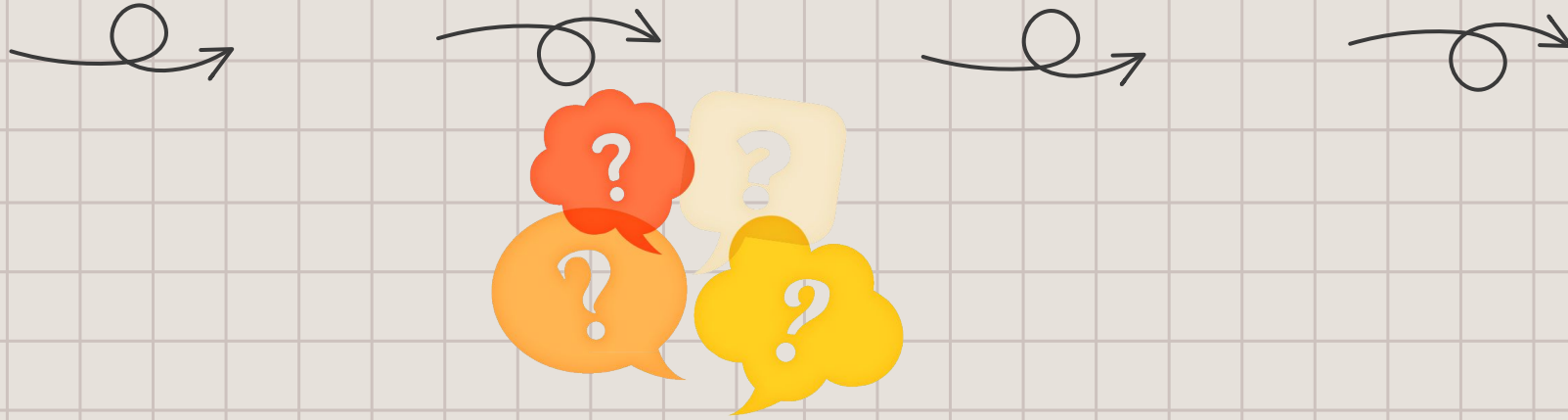
**Seal of Biliteracy**

**HS Academies alignment with  
the Dual Language Program**





**Many languages, one message:  
ACADEMIC SUCCESS FOR ALL!**



**Muchos lenguajes, un mensaje,  
¡Éxito Académico para TODOS!**

# Thanks! ¡Gracias!

## *Credits.*

Presentation Template: SlidesMania

Sample Images: Unsplash

Fonts used in this presentation:

Shadows Into Light Two and *Lobster*