

Biliteracy Snapshot

Purpose: This document provides a quick-reference snapshot of a Spanish instructional program. The Biliteracy Snapshot can be used along with the [Colorado Department of Education \(CDE\) Instructional Program Review Tool](#) to identify programs that are inclusive of culturally and linguistically diverse student groups.

This document is divided into two sections. Pages 1–2 provide a snapshot with abridged responses highlighting key points from vendor responses, while the unabridged original vendor responses begin on page 3. The information included in the snapshot was provided by the vendor; it is intended to support districts in reviewing and selecting Spanish instructional programs that promote bilingualism and biliteracy development for various program models. This document is informational only and does not constitute an endorsement by the CDE of any specific product, practice, service, publisher, or viewpoint.

Name of Program: miVisión Lectura

Program focus: The program teaches students how to read in Spanish using an explicit and systematic lesson sequence aligned to the Spanish language. It does not include a scope and sequence and explicit and systematic instruction for teaching students to read in English.

Instructional program goal or goals: The program focuses on learning to read in Spanish. However, a separate program that teaches learning to read in English, specifically designed to complement and align with the Spanish reading program, is available for purchase. Both Spanish and English reading programs can be purchased from the same vendor. If selected, please provide:

- **The specific product title of the English reading program:** myView
- **An alignment document showing how the English program aligns and was specifically designed for integration with the Spanish program:** [The Dual Language Implementation Guide](#) provides support for integrating the English program with the Spanish program. [Alignment/planning guides for all grades are available](#), starting with kindergarten.

Explain and provided evidence of how the instructional program supports each of the goals or the goal above: miVisión Lectura promotes the development of strong language skills in both Spanish and English, aiming for students to become proficient in speaking, listening, reading, and writing in both languages. miVisión Lectura is a comprehensive, rigorous Spanish language arts program for students in K–5 that focuses on developing biliteracy and bilingualism through authentic, structured literacy instruction in both English and Spanish. miVisión Lectura is a parallel K–5 program to myView Literacy. Both programs follow a comprehensive learning approach that supports reading, writing, speaking, listening, and viewing through culturally responsive texts and tasks that promote cross-linguistic connections.

Alignment and Integration Across Bilingual Models:

- The instructional design of miVisión and myView allows for flexible use of both programs to fulfill a given school's Spanish and English Language Arts curriculum needs within a range of program models.

Evidence-Based Biliteracy Trajectories:

- The Dual Language Implementation Guide helps teachers navigate both integrated and sequential approaches using the English and Spanish Planning Guides and Cross-Language Connections instruction as support for the development of both.

Bilingual Language Development Support:

- Students at emerging levels of language proficiency are offered activities that allow them to receive language without the burden of independently producing language.
- Students at expanding levels of language proficiency can provide sentence frames and structured dialogues that reflect the language structures needed for in-depth discussions of a text.
- Students at bridging levels of language proficiency should read and respond in depth to more challenging texts.

Curriculum Mapping Across Languages:

- The Cross-Language Connections lessons provide additional opportunities for the teacher to help biliterate students build lasting metalinguistic awareness and metacognitive abilities.
- Lessons in each grade offer 1,800 yearly minutes of in-depth, stimulating, student-centered instruction focused on linguistic contrastive analysis.

Comprehensive Biliteracy Support:

- myView Literacy and miVisión Lectura use a gradual release model within all areas of reading instruction to help students develop independence in skills for success in both reading and writing.
- Each lesson in the program follows a consistent overall teach, model, guide practice and practice framework.

Note: The unabridged original vendor responses are presented in full below.

- 1. Alignment and Integration Across Bilingual Models: Describe how the program provides guidance and resources adaptable to various bilingual education models (e.g., dual language, transitional bilingual, 90/10, 50/50, heritage language, etc.). Provide evidence (e.g., teacher guides, scope and sequence) demonstrating how Spanish and English program components are intentionally aligned to support integration and cross-language transfer.**

Vendor response: The instructional design of miVisión and myView allows for flexible use of both programs to fulfill a given school's Spanish and English Language Arts curriculum needs within a range of program models, including ones that connect literacy with content-area instruction, regardless of whether the approach to Spanish and English literacy instruction is sequential or integrated.

Sequential Approach: When using miVisión and myView with a sequential approach, it is ideal to teach an entire unit from one program first, including the Project-Based Inquiry (PBI), which is the culminating activity for a given unit, often conducted during the last week of a unit's instruction.

Integrated Approach: Program models that use an integrated approach dedicate time every day to literacy instruction in Spanish and English, or alternate instruction in each language every other day. Accepted time allocations for biliteracy instruction include these percentages for Spanish and English: 50/50, 60/40, 70/30, 80/20, or 90/10. The instruction in miVisión and myView can be adapted to each of these formats.

- 2. Evidence-Based Biliteracy Trajectories: Explain how the instructional design aligns with research-based biliteracy trajectories. Cite research and provide examples from the program showing how literacy skills are developed and connected across both languages.**

Vendor response: The miVisión instructional design and scope and sequence of skills make it a comprehensive and rigorous Spanish language arts program with built-in support for developing student's biliteracy in dual-language environments. The instructional design reinforces traditional progression of Spanish phonics, phonemic awareness, language conventions, spelling, and word study skills. The Dual Language Implementation Guide helps teachers navigate both integrated and sequential approaches using the English and Spanish Planning Guides and Cross-Language Connections instruction as support for the development of both. Transfer skills are developed within the Teacher Edition's Bilingual Learner notes where cognates, contrastive analysis, and other translanguaging skills are practiced.

- 3. Bilingual Language Development Support: Describe and provide evidence of how the program guides teachers in selecting and implementing language supports based on students' proficiency levels in Spanish, English or both languages. Include examples of differentiation for diverse learner profiles, such as dually identified students, newcomers, sequential bilinguals, and simultaneous bilinguals.**

Vendor response: Students at emerging levels of language proficiency are offered activities that allow them to receive language without the burden of independently producing language. Strategies such as Echo Readings, Partner Readings, Total Physical Response (TPR), and the Language Experience Approach (LEA) allow students to absorb vocabulary and language structures in a low-risk setting. Basic sentence frames support their efforts to participate in academic conversations. Shared writing, journal writing, and simplified dictados (dictations) can be used to scaffold their writing.

Students at expanding levels of language proficiency can provide sentence frames and structured dialogues that reflect the language structures needed for in-depth discussions of a text. Word walls, cognate studies, and generative vocabulary strategies are used to expand word knowledge. Students' knowledge of spelling and language conventions is developed with the dictados, and builds metalinguistic awareness through an ongoing contrastive analysis of language features in English and Spanish. Student's reading and writing is scaffolded with modeled, shared, and collaborative activities.

Students at bridging levels of language proficiency should read and respond in depth to more challenging texts. Teachers can have them engage in a more rigorous contrastive analysis of language features in Spanish and English, examining formal and informal discourse patterns as well as idioms, regionalisms, and other characteristics. They deepen their knowledge of academic vocabulary and language structures, while communicating orally and in writing for increasingly sophisticated purposes.

- 4. Curriculum Mapping Across Languages: Provide evidence (e.g., pacing guides, language allocation plans, curriculum maps) showing how the instructional program intentionally designates which standards or units are taught in each language by grade level, and integrates thematic units to support simultaneous language and content development. Explain how cross-linguistic connections are intentionally built to support both content mastery and biliteracy development.**

Vendor response: The Cross-Language Connections lessons provide additional opportunities for the teacher to help biliterate students build lasting metalinguistic awareness and metacognitive abilities. Lessons in each grade offer 1,800 yearly minutes of in-depth, stimulating, student-centered instruction focused on linguistic contrastive analysis. Lesson topics connect the instruction students have received in miVisión Lectura and myView Literacy. All lessons make explicit, consistent connections between English and Spanish; foster two-way transfer between English and Spanish, meaning that students are prompted to continually go back and forth between both languages, rather than transfer knowledge and skills in a single direction. While the lessons have been designed to be taught at the end of a unit to review unit skills, with some upfront planning, you can also flexibly integrate their content into miVisión and myView core literacy lessons over the course of a unit.

5. Comprehensive Biliteracy Support: Demonstrate how the program provides explicit, coherent instruction in reading, writing, listening, and speaking in both Spanish and English. Provide examples showing how literacy components are aligned and reinforced across both languages.

Vendor response: Explicit, coherent instruction is provided for all elements of literacy - reading, writing, listening, and speaking in both English and Spanish. Lessons in both myView and miVisión follow the same explicit instruction and routine, with consistent instructional features and resources.

myView Literacy and miVisión Lectura use a gradual release model within all areas of reading instruction to help students develop independence in skills for success in both reading and writing. myView is based on a gradual release of responsibility model that unfolds in whole group, small group, and independent learning environments. Core lessons on reading skills help teachers deliver explicit instruction using the consistent routine of teach, model, guide practice and practice model framework. Think-Alouds in the teacher edition provide observations to help students recognize critical information. Point-of-use guides for teachers include instructional prompts and questions designed to deepen student understanding.

Each lesson in the program follows a consistent overall teach, model, guide practice and practice framework. During “teach”, teacher language is provided to introduce students to a skill or concept and build background knowledge. Teachers then model the lesson’s focus for students while modeling a think-aloud of ongoing thought processes. Students engage in Guided Practice with the teacher and are provided with corrective feedback to clarify misconceptions. Finally, teachers assess students with formative assessment opportunities either in the student interactive books or as authentic assessments. Teachers are then able to use these formative assessment results to provide further differentiation opportunities for students.