

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: Mosaico: Fundamentos por i-Ready

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: Mosaico: Fundamentos provides explicit instruction in foundational Spanish literacy skills.

Explain and provide evidence of how the instructional program supports each of the goals or the goal above: Mosaico: Fundamentos por i-Ready is a comprehensive Spanish foundational skills program designed to reflect how children learn to read in Spanish. The program provides explicit, systematic instruction across key literacy domains, supported by high-quality instructional materials and educator guidance.

Alignment and Integration Across Bilingual Models:

- The Biliteracy Instructional Priority Matrix included within the guides is designed to support educators in maximizing instructional time.
- In addition, the Guía interlingüística (Language Link), developed by program authors Dr. Rocio del Castillo and Dr. Julia Stearns Cloat, provides unit-specific cross-linguistic transfer lessons for each domain of language (phonics and phonology, morphology, grammar and syntax, semantics and pragmatics).

Evidence-Based Biliteracy Trajectories:

- Mosaico: Fundamentos units are aligned to Magnetic Foundations. With shared themes, students build content knowledge and vocabulary that transfers across instruction. Parallel unit projects connect learning.

Bilingual Language Development Support:

- Mosaico: Fundamentos has a range of resources available to support both educators and administrators in the area of bilingual language development support.
- Guía interlingüística: Unit-specific cross-linguistic transfer lessons for each domain of language (phonics and phonology, morphology, grammar and syntax, semantics and pragmatics).

Curriculum Mapping Across Languages:

- The Guía interlingüística (Language Link), which provides unit-specific lessons for cross-linguistic transfer across language domains, and the Biliteracy Instructional Priority Matrix for planning and prioritizing instructional minutes by language.

Comprehensive Biliteracy Support:

- The Digital Teacher Resources for Mosaico: Fundamentos offer Biliteracy Implementation Guides and a Biliteracy Instructional Priority Matrix to help educators efficiently allocate instructional time and support Spanish literacy development.
- Units in Mosaico: Fundamentos are aligned with Magnetic Foundations, allowing students to transfer knowledge and vocabulary across languages.

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 Digital Teacher Resources that accompany Mosaico: Fundamentos include Biliteracy Implementation Guides for Educators and Administrators. The Biliteracy Instructional Priority Matrix included within the guides is designed to support educators in maximizing instructional time. This matrix serves as a strategic guide to help teachers prioritize their weekly instructional minutes to optimize Spanish literacy development and allocate weekly instructional minutes in a way that is practical for teachers and linguistically equitable for both Spanish and English. The guide addresses how to make strategic decisions based on language allocations. In addition, the Guía interlingüística (Language Link), developed by program authors Dr. Rocio del Castillo and Dr. Julia Stearns Cloat, provides unit-specific cross-linguistic transfer lessons for each domain of language (phonics and phonology, morphology, grammar and syntax, semantics and pragmatics).

- 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: Mosaico: Fundamentos units are aligned to Magnetic Foundations. With shared themes, students build content knowledge and vocabulary that transfers across instruction. Parallel unit projects connect learning.

This excerpt from our Professional Learning course shows how literacy skills are connected and developed across languages:

- Phonological awareness skills are similar in both languages with a few differences.
 - Phonological awareness in Spanish emphasizes syllable-level skills, due to the transparent phonetic structure of Spanish, which has a consistent and predictable relationship between letters and sounds.
 - Additionally, Spanish language instruction does not include onset and rime. [Note: English has an opaque phonetic structure, which makes the ability to segment and blend individual sounds critical for decoding and spelling.]
- **High-frequency words** in both Spanish and English play a role in increasing reading fluency and comprehension, but the purpose and approach to instruction is different.
 - In Mosaico: Fundamentos, Superpalabras not only appear frequently in texts but also serve a critical function in connecting and understanding language.
 - High-frequency words in English might not carry as much semantic weight. [Note: Magnetic Reading Foundations also uses a partial decoding approach to high-frequency words instruction.]

- 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: Mosaico: Fundamentos has a range of resources available to support both educators and administrators in the area of bilingual language development support.

Following is a sample list of resources:

1. Guía interlingüística: Unit-specific cross-linguistic transfer lessons for each domain of language (phonics and phonology, morphology, grammar and syntax, semantics and pragmatics).
 2. Step 5 is always the step when transfer occurs between Spanish and English.
 3. Biliteracy Instructional Priority Matrix: a resource for planning/prioritizing instructional minutes based on language allocation model and available instructional minutes in Spanish/English:
 4. Teacher/Instructional Coach reflection tools:
- 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: Mosaico: Fundamentos offers comprehensive resources to support bilingual language development for educators and administrators. Key tools include the Guía interlingüística (Language Link), which provides unit-specific lessons for cross-linguistic transfer across language domains, and the Biliteracy Instructional Priority Matrix for planning and prioritizing instructional minutes by language. Teacher and instructional coach reflection tools are also available. These resources help teachers select and implement effective language supports tailored to students' proficiency in Spanish, English, or both, and support differentiation for diverse learner profiles such as newcomers, sequential and simultaneous bilinguals, and dually identified students. Please refer to p. 89 Bilingual Language Development Support for a comprehensive response to this requirement.

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: The Digital Teacher Resources for Mosaico: Fundamentos offer Biliteracy Implementation Guides and a Biliteracy Instructional Priority Matrix to help educators efficiently allocate instructional time and support Spanish literacy development. The guides also include the Guía interlingüística (Language Link), providing cross-linguistic lessons in phonics, morphology, grammar, syntax, semantics, and pragmatics. Units in Mosaico: Fundamentos are aligned with Magnetic Foundations, allowing students to transfer knowledge and vocabulary across languages. Literacy skills, such as phonological awareness, are developed in both languages, with Spanish focusing on syllable-level skills and omitting onset and rime, while English requires segmenting and blending sounds. High-frequency words enhance fluency and comprehension, but their instructional purpose differs between Spanish and English. Please refer to p. 85 Evidence-Based Biliteracy Trajectories, for a comprehensive response to this indicator.