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: Benchmark Adelante (2023)

Program focus: 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.

- **The specific program name, publisher, publication year of the English reading program:** Benchmark Advance, Benchmark Education Company, ©2026
- **Alignment document showing how the English program aligns and was specifically designed for integration with the Spanish program**: https://www.benchmarkeducation.com/benchmark-advance-adelante

Instructional program goal or goals:

- **Bilingualism and Biliteracy:** The program 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.

Explain and provided evidence of how the instructional program supports each of the goals or the goal above: Benchmark Adelante ©2023 supports bilingualism and biliteracy when used in conjunction with its English counterpart, Benchmark Advance ©2026. The two programs are specifically designed to complement and align with one another. Please refer to the Benchmark Advance and Adelante Biliteracy Guide.

Alignment and Integration Across Bilingual Models:

- Benchmark Adelante ©2023 is designed as a flexible Spanish Language Arts system that adapts to multiple bilingual education models through aligned structure, biliteracy planning tools, and explicit language-allocation guidance. **Additional Resource:** Biliteracy Foundation

Evidence-Based Biliteracy Trajectories:

- Adelante transfer routines and language comparisons, such as connecting Spanish syllabication to English phonics patterns to build metalinguistic awareness. The role of translanguaging, highlighted by Ofelia García, is supported through collaborative discussions and writing tasks that encourage students to draw on both languages to construct meaning. **Additional Resource:** Benchmark Advance ©2026 and Benchmark Adelante ©2023: Research Foundation

Bilingual Language Development Support:

- Benchmark Adelante ©2023 provides teacher guidance for selecting and implementing language supports based on students' proficiency in Spanish, English, or both languages.
- Teacher's editions include embedded scaffolds, linguistic transfer supports, and small-group activities that align instruction to proficiency levels.

Curriculum Mapping Across Languages:

- The program's parallel design with Benchmark Advance ©2026 aligns units, topics, genres, and key standards across both languages. This allows students to learn content in one language and reinforce or extend it in the other.

Comprehensive Biliteracy Support:

- Benchmark Adelante ©2023 provides explicit, coherent instruction in reading, writing, listening, and speaking through a biliteracy framework intentionally aligned with Benchmark Advance ©2026 so literacy learning is reinforced across Spanish and English.

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: Benchmark Adelante ©2023 is designed as a flexible Spanish Language Arts system that adapts to multiple bilingual education models through aligned structure, biliteracy planning tools, and explicit language-allocation guidance. Its parallel design with Benchmark Advance ©2026 enables coordinated or independent implementation across languages, supporting models such as dual language (90/10, 50/50) and transitional bilingual without disrupting scope and sequence. Educators can align or stagger instruction based on program goals. The Biliteracy Guide and Planner provide practical support for implementation by outlining language allocation options, cross-linguistic transfer points, and weekly planning structures. These tools help teachers determine what to teach in each language and when, ensuring coherence across models. Embedded cross-linguistic transfer and contrastive analysis supports identify skills that transfer between Spanish and English and those requiring explicit instruction. This promotes efficient biliteracy development in both dual language and transitional settings. Additional Resource: **Biliteracy Foundation**

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: Benchmark Adelante ©2023 aligns with research-based biliteracy trajectories by supporting simultaneous development, cross-linguistic transfer, and integrated language use. Research by Jim Cummins' Interdependence Hypothesis demonstrates that literacy skills transfer across languages when instruction is coordinated. Adelante reflects this through its parallel design with Benchmark Advance ©2026, allowing students to engage with the same genres and skills in both Spanish and English, reinforcing shared comprehension and writing practices. Biliteracy research from Kathy Escamilla and Silvia Dorta-Duque de Reyes emphasizes explicit instruction in cross-linguistic transfer and contrastive analysis. Adelante embeds this through transfer routines and language comparisons, such as connecting Spanish syllabication to English phonics patterns to build metalinguistic awareness. The role of translanguaging, highlighted by Ofelia García, is supported through collaborative discussions and writing tasks that encourage students to draw on both languages to construct meaning. Consistent with research that biliteracy develops non-linearly, Benchmark Adelante ©2023 includes scaffolding, differentiation, and formative assessments to adjust instruction. Together, these elements create a coherent trajectory in which literacy skills are strategically developed and connected across both languages. Additional Resource: **Benchmark Advance ©2026 and Benchmark Adelante ©2023: Research Foundation**

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: Benchmark Adelante ©2023 provides teacher guidance for selecting and implementing language supports based on students' proficiency in Spanish, English, or both languages. Teacher's editions include embedded scaffolds, linguistic transfer supports, and small-group activities that align instruction to proficiency levels. For example, lessons offer leveled supports (e.g., sentence frames, visual aids, cognate connections) and targeted routines for developing oral language, vocabulary, and comprehension in Spanish while reinforcing transferable skills for English.

Guidance reflects research by Jim Cummins and Silvia Dorta-Duque de Reyes, emphasizing differentiated supports and cross-linguistic connections. Teachers are directed to use formative assessments and language proficiency data to group students and select appropriate scaffolds. Examples of differentiation include:

- Newcomers: Visual scaffolds, oral language rehearsal, and structured interaction routines to build foundational Spanish and bridge to English.
- Sequential bilinguals: Explicit transfer and contrastive analysis (e.g., phonics and syntax differences) to connect languages.
- Simultaneous bilinguals: Enrichment tasks that extend biliteracy and metalinguistic awareness across both languages.
- Dually identified students: Additional scaffolds, repetition, and multimodal supports integrated into small-group instruction.

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: Benchmark Adelante ©2023 intentionally builds cross-linguistic connections so students develop academic content knowledge while strengthening biliteracy in Spanish and English. The program's parallel design with Benchmark Advance ©2026 aligns units, topics, genres, and key standards across both languages. This allows students to learn content in one language and reinforce or extend it in the other. For example, students may study an informational science text in Spanish and then analyze a related English text using the same comprehension skills, vocabulary, and academic concepts. Cross-linguistic transfer is made explicit through cognate study and contrastive analysis. Teachers guide students to recognize transferable skills such as identifying main idea, using text evidence, summarizing, and applying writing structures across languages. Students also compare features that differ, such as Spanish syllabication and English vowel patterns, verb forms, or syntax. This strengthens metalinguistic awareness and reduces confusion. Vocabulary instruction further supports both goals by connecting academic terms and cognates (e.g., *información/information*, *comunidad/community*), enabling students to access grade-level content more efficiently in both languages. Research by Jim Cummins supports this approach, showing that literacy and academic skills developed in one language can transfer to another when instruction is intentional.

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: Benchmark Adelante ©2023 provides explicit, coherent instruction in reading, writing, listening, and speaking through a biliteracy framework intentionally aligned with Benchmark Advance ©2026 so literacy learning is reinforced across Spanish and English. In reading, students receive systematic instruction in foundational skills, vocabulary, fluency, and comprehension in Spanish while parallel English lessons address comparable grade-level standards. For example, a unit on informational text teaches main idea, text features, and evidence-based comprehension in Spanish, then reinforces those same skills in English texts. In writing, lessons follow a clear progression from modeled writing to shared, guided, and independent practice. Students may draft an opinion paragraph in Spanish using text evidence, then apply the same organizational structure and revision strategies in English. In listening and speaking, daily collaborative conversations, oral rehearsal routines, and academic discourse tasks build comprehension and expression in both languages. Students discuss texts, present ideas, and use sentence frames to strengthen language production. Cross-linguistic transfer is made explicit through cognates and contrastive analysis. For example, students compare Spanish syllabication with English decoding patterns or connect academic vocabulary across languages. These aligned routines create a coherent biliteracy pathway where skills are strategically taught, practiced, and reinforced in both Spanish and English.