

## Teaching for Biliteracy in the United States: Pitfalls and Recommendations

Housseine Bachiri <sup>1</sup>

<sup>1</sup> Bilingual & Multicultural Department, Lincoln Center-Illinois, Waukegan, Illinois, United States.

✉ [housseinebachiri87@gmail.com](mailto:housseinebachiri87@gmail.com)

**This article may be cited as** Bachiri, H. (2025). Teaching for Biliteracy in the United States: Pitfalls and Recommendations. *ProScholar Insights*, 4(3), 78-95. <https://doi.org/10.55737/psi.2025c-43106>

**Abstract:** This article critically examines Teaching for Biliteracy as an evidence-based framework designed to support both language acquisition and academic development among English Learners (ELs). Anchored in the foundation of English Language Development (ELD) standards with content-area instruction, this study particularly emphasizes the centrality and salience of oracy, intentional academic vocabulary instruction, and cross-linguistic transfer between English and Spanish as a mechanism to bolster metalinguistic awareness. The Bridge component—central to the framework—facilitates deliberate, scaffolded transfer of both content knowledge and language skills across languages, enabling educators to design instruction that is both responsive and rigorous. In actuality, embedding oracy-focused strategies explicitly with vocabulary instruction, teachers can enhance ELs' capacity to engage critically with Quad Text Sets (QTS) and participate meaningfully in academic discourse. Through this lens, the article seeks to advance a research-based blueprint for biliteracy instruction that is inextricably intertwined with ELD standards while fostering sustained bilingual proficiency and increasing academic achievement.

**Keywords:** Teaching for Biliteracy, Oracy, Academic Vocabulary, The Bridge, English Language Development (ELD) Standards, WIDA Can Do Descriptors, Bilingual Education, Language Transfer, English Learners (ELs)



### Corresponding Author:

Bachiri Housseine

Bilingual & Multicultural Department,  
Lincoln Center-Illinois, Waukegan,  
Illinois, United States.

✉ [housseinebachiri87@gmail.com](mailto:housseinebachiri87@gmail.com)

### Introduction

In a rapidly expanding world, the ability to communicate in multiple languages has become imperative. According to the United Nations, there are more than 7,000 languages spoken worldwide (United Nations, 2024), and hence bilingualism has predominantly become more prevalent in many countries. In linguistics, research on bilingualism has been concerned with assimilating the underlying structural and phonological complexities that arise when an individual uses two language systems (Kuo & Anderson, 2012). Research indicates that students who participate in dual language programs achieve higher levels of proficiency in both their native language and the target language (Genesee, 2008). For example, MacSwan (2000) discusses how bilingual speakers may blend elements from both languages in a single utterance, creating a hybrid syntax that reflects their dual linguistic competence. Selinker (1972) introduced "interlanguage" to describe the evolving linguistic system that bilinguals develop as they learn and use their languages. This interlanguage frequently incorporates rules and structures from both languages, leading to distinctive grammatical constructs that may not adhere to the conventions of either language. Flege (1995) asserts that the "Speech Learning Model," which enables bilinguals to perceive and generate sounds differently according to their linguistic experiences, may result in unique phonetic outputs. Similarly, studies have demonstrated that multilingualism can provide cognitive advantages, including improved executive function, cognitive flexibility, and metalinguistic awareness (Bialystok, 2009).

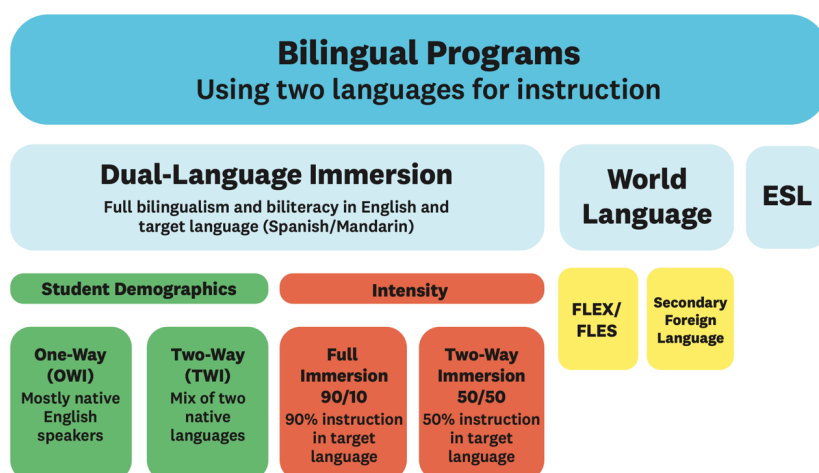
Teaching for biliteracy, which helps students learn to read and write in both English and a partner language, is becoming more common in dual-language schools in places including California, Utah, Delaware, New York, Colorado, and Illinois. Biliteracy combines the ideas of bilingualism and literacy. It goes beyond bilingual settings to embrace multilingual literacy as well (Hornberger & Link, 2012). In the last few decades, dual-language education has gained a

lot of popularity as research continues to show how useful it is. These programs promote bilingualism and biliteracy while concurrently promoting cognitive development, improving cross-cultural competency, and facilitating elevated academic accomplishment. Thomas and Collier (2002) present persuasive evidence indicating that students participating in dual-language education excel compared to their counterparts in both English and the partner language. This perspective is reiterated in recent policy dialogues, as the Illinois General Assembly (2023) stated, “Investing in dual language education is an investment in our future workforce.”

In effect, well-designed dual-language program enable bilingual learners to consistently surpass their monolingual counterparts. For example, Thomas and Collier (2002) found that English learners in dual-language settings achieved significantly stronger results on standardized assessments—particularly in reading and mathematics—than peers enrolled in English-only models. It must be noted that the implementation of dual-language programs across the nation varies in breadth and structure, frequently influenced by collaborations among schools, state agencies, and community organizations. Studies show that being multilingual can help with cognitive skills like problem solving, analytical reasoning, and creativity (Bialystok, 2001). Involving EL learners in two linguistic systems not only fosters higher-order thinking skills, but also enhances overall academic performance.

**Figure 1**

*What Is Dual Language Education? And How Does It Work? (Barbosa, 2024)*



According to Barbosa (2024), “Dual language education emphasizes integration, balanced language instruction, and cultural competence, making it a unique and effective model for fostering bilingualism and biliteracy.” This vision is not new. As early as 1965, President Lyndon B. Johnson championed bilingual education when he signed the Elementary and Secondary Education Act. His goal was to expand opportunities for students who had been historically underserved, including those whose first language was not English. That law set the stage for the federal government to help bilingual and dual language programs (U.S. Department of Education, 2016). Years later, President Barack Obama still talked about how important it is to have a variety of languages and how bilingual education can change lives. In 2010, his administration started the Educate to Innovate campaign, which aimed to improve STEM education across the country and give more people the chance to learn two languages. For Obama, being able to speak two languages was more than just a skill; it was a method to improve his brain and comprehend other cultures better. The Every Student Succeeds Act (ESSA), which was passed in 2015, made these priorities even stronger. It clearly supports English learners and encourages states to create dual language immersion programs that help students do well in school and learn a second language (U.S. Department of Education, 2016). Congress has also been active in reinforcing how important multilingual education is. For example, in 2018, the House Committee on Education and the Workforce held a hearing called “The Importance of Bilingual Education,” where experts talked about the cognitive and cultural benefits these programs offer (U.S. House of Representatives, 2018).



At the state level, Illinois has emerged as a strong advocate for dual language programs. The Illinois State Board of Education (ISBE) has positioned them as vital tools for advancing equity and academic excellence, emphasizing that bilingual education benefits not only English learners, but all students by enriching cultural and academic experiences (ISBE, 2021). State law (105 ILCS 5/2-3.71) further requires the Board of Education to promote bilingual programs that cultivate biliteracy and prepare students for success in diverse, multilingual communities (Illinois General Assembly, 2021).

In practice, districts like Waukegan Community Unit School District 60 have embraced this mission. Superintendent Theresa Plascencia has described dual language programs as essential for preparing students to thrive in a globalized society, while Associate Superintendent Angel G. Figueroa has emphasized the pressing need for bilingual educators, particularly since nearly half of Waukegan's students are English learners (Sadin, 2023).

Elisabeth Ambroiggio, the Director of the Bilingual and Multicultural Department in Waukegan, emphasizes that the district's program fully immerses students in two languages without compromising academic rigor. This course goes on through high school and ends with the chance to obtain the National Seal of Biliteracy, which is a recognition of advanced reading and writing skills in both languages (Sadin, 2023). These programs provide a bigger picture: dual language education is more than just learning another language. It gives students the important skills, cultural knowledge, and information they need to do well in a world that is becoming more and more connected.

The Illinois State Board of Education (ISBE) says that both public and private schools can give the State Seal of Biliteracy to students who are very good at English and at least one other language. Section 1 of Illinois Senate Bill 1221 backs this up by saying that learning languages other than English in elementary and secondary school not only helps kids' brains grow, but it also helps the economy and the country's safety.

## Research Design

This study utilizes a qualitative case study design to examine the implementation of Teaching for Biliteracy in bilingual classrooms and its impact on the language development and academic achievement of English Learners. A case study methodology facilitates a comprehensive analysis of classroom methods, educator viewpoints, and student results in their authentic context. This ethnographic study primarily seeks to examine the implementation of the Teaching for Biliteracy framework in bilingual schools. Similarly, it aims to profoundly comprehend the cultural, pedagogical, and linguistic practices that affect its implementation and how students and educators manage biliteracy development in authentic classroom environments.

## Research Questions

1. In what ways do teachers at the elementary and middle school levels apply the Teaching for Biliteracy model within bilingual classrooms?
2. What teaching approaches and strategies are most frequently utilized in classrooms focused on developing biliteracy?
3. How do EL learners react to biliteracy-focused instruction, and what effects does it have on their language growth?
4. What conditions or challenges influence the success of biliteracy instruction across different grade levels?

## Data Collection Methods

To gather bona fide data, one qualitative collection method was used:

**Classroom Observations:** The researcher conducted non-participant observations in 15 bilingual classrooms in 3 different Elementary Schools and 1 Middle School over a 12-month period in Lake County, Illinois, USA. Each observation was conducted between 5 and 10 minutes under the approval of the principal of each school.

**Sampling:** The selected grade levels—1st, 4th, 6th, 7th, and 8th—were intentionally chosen to provide an ideal context for implementing Teaching for Biliteracy. Educators at these levels participated in multiple professional development sessions focused on biliteracy instruction, and classrooms adhered to either a dual language or



transitional bilingual education model as designed by the Bilingual and Multicultural Department. Observational data concentrated on key aspects of biliteracy instruction, including the distribution of content and language, curriculum scope and sequence, pacing, and pedagogical strategies. Specific attention was given to the formulation of content and language objectives, oracy development, vocabulary instruction, the use of the Bridge at the end of each unit, GLAD strategies, and the integration of English Language Development (ELD) standards during the 30 minute-session allocated to Language Studio (Elementary only).

## Literature Review

Researchers regard biliteracy as a process of developing concepts and expertise for thinking, listening, speaking, reading, and writing in two languages, making relevant cultural and linguistic connections with printed material and learners' experiences, manipulating the two linguistic writing systems to make meaning (Reyes, 2012; Rubinstein-Ávila et al., 2015). Potowski (2005) explains how and why many bilingual students combine their languages when speaking. She specifies 4 categories: code-switching, linguistic borrowing, semantic extensions, and calques. These are some of the ways Spanish and English intersect in the United States, and they showcase the reasons our students use Spanish and English together. The framework of Beeman and Urow's Teaching for Biliteracy (2013) aims at supporting ELs with literacy development, content mastery and language acquisition. It has also gained a great deal of popularity in recent years, particularly due to its emphasis on the application of the three Linguistic Spaces: Spanish, English, and the Bridge. Such spaces are fundamentally core to enabling students to do bridging or translanguaging. Furthermore, the bridge plays a pivotal role in helping students acquire more metalinguistic awareness to ultimately be able to do a contrastive analysis (mostly syntax, morphology and phonology) and make cross-linguistic connections, which allows for the transfer to happen. Metalinguistic awareness acknowledges that language is malleable and open to linguistic substitution, inflexion and derivation (Barac & Bialystok, 2012).

According to Beeman and Urow, "the bridge is a part of a unit that has been planned and organized by the teacher (Beeman & Urow, 2013, p. 5). This indicates that the teacher has to perform a great deal of preparation and planning to enable students to bridge, using contrastive analysis between English and a language partner through (Cognates, false cognates, gendered nouns, high frequency words, word order differences (SVO versus VSO), visual and mind mapping charts, graphic organizers, GLAD strategies, and so forth. In the same manner, Beeman and Urow (2013, P. 15) advise that "all biliteracy programs should have a well-articulated language and content allocations plan that tells students and teachers what is expected". Moreover, Beeman and Urow instructed that "teaching for biliteracy requires the strategic use of Spanish and English. Literacy instruction should acquire listening, speaking, reading, and writing skills in Spanish and English across content areas" (Beeman & Urow, 2013, p. 1).

Field experts also stress the importance of program design and implementation. A report by the Illinois State Board of Education (ISBE, 2017) confirms that successful dual language programs require a well-structured curriculum, qualified bilingual educators, and strong community support. Beeman and Urow strongly advise that "educators must become advocates for biliteracy, because research has shown that biliteracy instruction is the best way to educate emerging bilinguals to ensure that they reach their full potential (Beeman & Urow, 2013, p. 8)."

More importantly, Beeman and Urow's framework of separating languages during instruction, with intentionally planned bridging and/or translanguaging to promote transfer, has sparked much controversy. In actuality, the teaching of biliteracy has witnessed a plethora of pitfalls both in theory and action. The former has to do with the framework in which biliteracy is premised upon, while the latter is primarily concerned with how students receive bilingual education, which is utterly non-parallel and lacks academic expertise and orientation in subjects like English as a Second Language (ESL) and Spanish Language Arts (SLA). Castro et al. (2025) point out that there is often a lack of resources and training for teachers, which can hinder the effectiveness of these programs. García and Wei (2014) argue that rigid language separation may weaken bilingual students' innate abilities of making meaning, as it discourages the integration of languages for comprehension, creativity and expression. Similarly, translanguaging encourages students to completely make use of their linguistic repertoires with almost no restrictions in dual language programs in the United States, which might go against structured language acquisition in the biliteracy framework. Busch states that "there is consent among the authors who deal with translanguaging that the focus of interest is shifting from languages to speech and repertoire and that individual languages should not be seen unquestioningly



as set categories" (2013, P. 506). Further, Cenoz and Gorter's (2015) recent book entitled *Multilingual Education: Between Language Learning and Translanguaging* encapsulates prospects and strategies that consolidate a sound implementation of translanguaging, arguing for the integration of the child's linguistic repertoire in instruction.

Additionally, Cummins (2000) believes that a successful transfer constantly demands a solid foundation in both languages, and that transfer is influenced by morphological, syntactic and semantic discrepancies and the quality of instruction. For emergent bilinguals with developing language skills, teachers' planning for seamless transfer may lead to gaps in language production, expression and use, and hence affect performance in classroom formative/summative assessments and standardised tests (ACCESS, MAP, IAR, ISA, etc.).

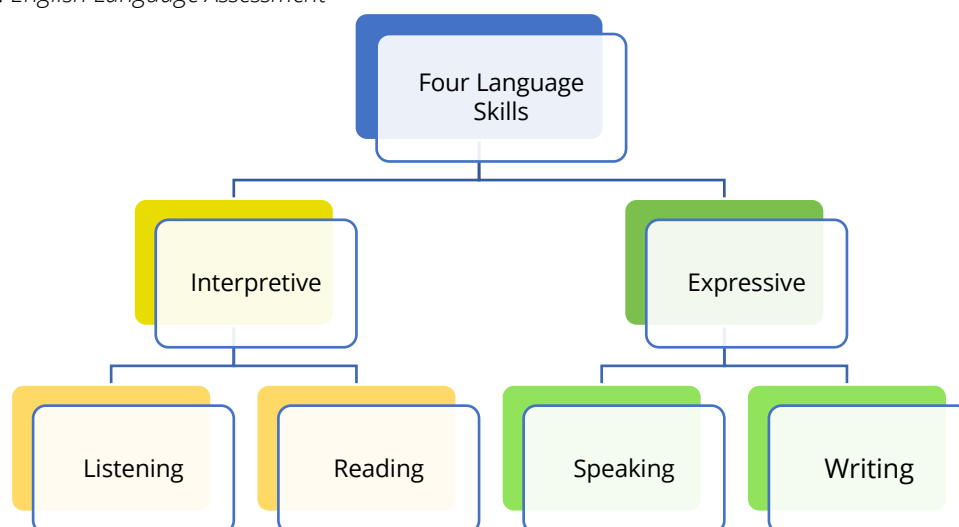
Additionally, Beeman and Urow's framework is designed for Spanish-English bilingual programs and may not be seamlessly transferable to classrooms with multiple home languages (Arabic, Malayalam, Tagalog, Swahili, Mandarin, Korean, and so forth). This is supported by what Beeman and Urow discussed in their book as the springboard for their Teaching for Bilinguality Model. They reported that "One reason for this practice is to avoid devaluing Spanish, which often occurs when English comes into Spanish learning time. While the potential for devaluing Spanish and thus limiting students' ability to reach deep levels of learning in Spanish is a consideration that must be considered (Beeman & Urow, 2013, p. 4)." From a raciolinguistic standpoint, Flores and Rosa (2015) stress that the majority of bilingual education models inherently reproduce ideologies that consider minoritized students as linguistically deficient unless they conform to "standard" forms of each language. Hornberger and Link (2012, P. 263) argue that "educational models should not presume uniform biliteracy trajectories, but rather embrace students' multiple and hybrid language practices".

### Content and Language Objectives

Language and content objectives are fundamentally core to ESL instruction. Like lesson planning, they provide guidance, sequence, and eventually lead to growth. Having both objectives undoubtedly enable English learners to assimilate, follow and relate to content. It must be noted that language and content objectives are different in terms of content, instructional strategies, and purpose. They both respond to different learning/linguistic needs and dictate different outcomes. Language objectives are linguistic in nature, while content objectives are content-based. Likewise, language objectives are primarily grounded upon the development of the four language skills (interpretive and expressive). They are not required to align with the Common Core State Standards, unlike content objectives, which must be intentionally grounded in those standards. In the same way, content objectives are directly tied to both formative and summative assessments. Students need to demonstrate understanding and active interaction at the end of each class session through formative assessment, or at the end of a unit through summative assessment. Students' scores will then reflect if the content objectives are met on a daily/weekly basis. If not, reteaching, supported by different activities and strategies, is mandatory to respond to students' multiple intelligences.

**Figure 2**

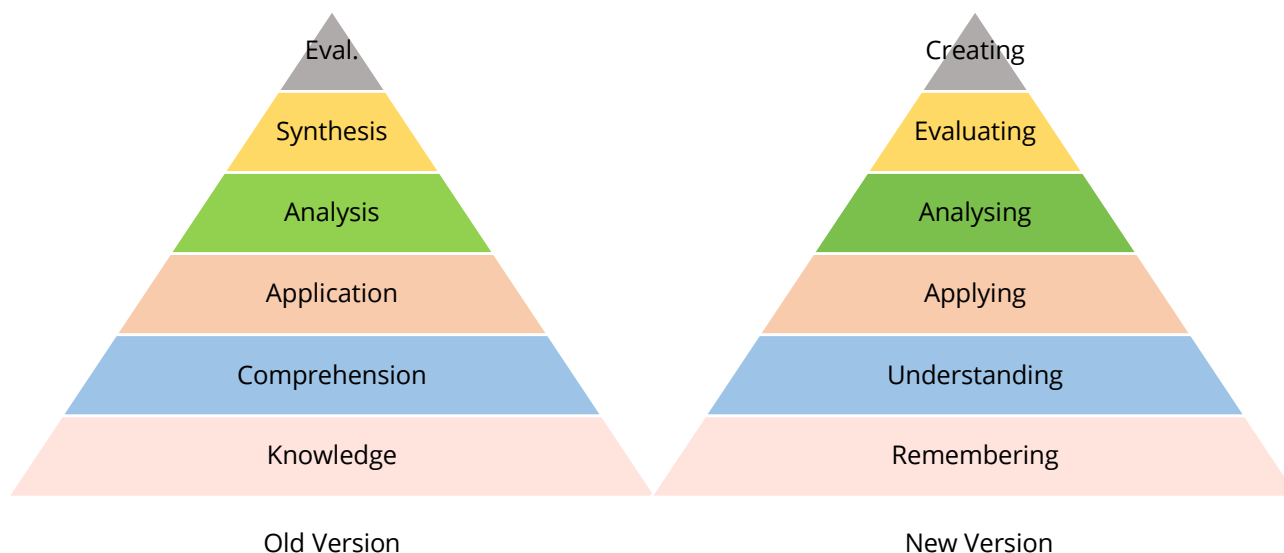
Cambridge: English Language Assessment



## Bloom's Taxonomy

Figure 3

*Emerging Perspectives on Learning, Teaching, and Technology (Forehand, 2010).*



Bloom's taxonomy provides a hierarchical classification of learning levels attained by learners (Forehand, 2010). It starts with learners being able to remember basic information and ends with students being able to create their own knowledge, transcending prior levels, such as understanding, applying, analysing and evaluating facts and information.

### How to Write Content and Language Objectives

- ▶ **Content Objective:** Students will be able to distinguish between countable and uncountable nouns.
- ▶ **Language Objective:** I can write two sentences using countable and uncountable nouns of my own choice.

As one can observe, a content objective is meant to demonstrate what students will learn (countable and uncountable nouns shown in the example above) in a specific class session. A language objective seeks to highlight how students will learn the content emphasizing language development (four language skills). It should be borne in mind that language objectives are to promote language acquisition per se through a conscious instructional effort in order to enable EL learners to seamlessly understand and apply English to a variety of functional contexts that will ultimately be conducive to fluency and proficiency over time. More importantly, language objectives should not only emphasize reading and writing. They should equally target the four language domains. Overlooking instructional time, planning and exposure of one of the aforementioned domains can potentially affect students' language development. Therefore, language objectives should be systematically written and shared with EL students in each class session. They should progressively expose students to different language areas, such as morphology, syntax, semantics, pragmatics, and phonology. Only then EL students can be sufficiently exposed to and acquainted with the nuances of the English language from a purely linguistic perspective.

### Why Are They Important?

**Support for English Learners (ELs):** In SIOP (Sheltered Instruction Observation Protocol), a research-backed framework for teaching English learners, clearly defined content and language objectives play a crucial role. When these objectives are communicated both in writing and orally, they guide students in understanding the lesson's academic concepts while supporting the language skills needed to engage with the material (Echevarría et al., 2017). Beyond this, well-articulated objectives also promote self-awareness and independent learning, helping students set focused goals and work purposefully toward achieving them.

**Focused Instruction:** When teachers plan lessons with both content and language goals in mind, their instruction becomes much more intentional. Students not only understand what they are learning, but also know exactly how to



show their understanding. Having clear objectives in this manner makes it easier to check for understanding during the lesson and to wrap things up in a meaningful way.

**Academic Language Development:** Academic language—the specialized language used in schools and specific subject areas—is essential for student success. Setting language objectives supports this growth by explicitly guiding students in learning the vocabulary, grammar, and ways of communicating that are necessary to thrive in different content areas (Gibbons, 2015).

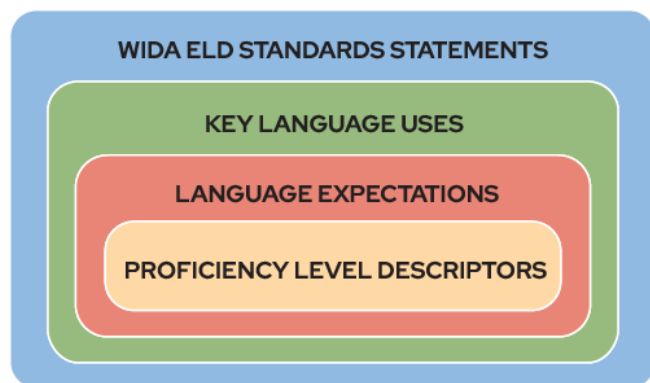
**Alignment with Standards and Equity:** Incorporating both content and language objectives ensures that instruction is aligned with the Common Core State Standards (CCSS), WIDA English Language Development Standards, and college- and career-readiness goals. At the same time, this approach promotes linguistic equity, making sure all students—whether newcomers or long-term English learners—can fully engage with grade-level content.

### **Biliteracy as a Framework for ESL and SLA Development**

Teaching for Biliteracy views bilingualism and biliteracy as valuable strengths that should be actively nurtured. Unlike traditional ESL programs, which often isolate English instruction and treat the second language separately, Beeman and Urow's biliteracy framework encourages educators to help students develop literacy in both their home language and English at the same time. Cummins' Interdependence Hypothesis (1981) supports this approach, suggesting that the literacy skills a student builds in their first language (L1) can transfer to their second language (L2) when students receive sufficient exposure and motivation. Beeman and Urow translate this theory into practical classroom strategies, emphasizing the importance of fostering strong literacy in students' primary language while simultaneously guiding their English development through deliberate bridging and contrastive analysis. This approach not only strengthens cognitive flexibility, but also promotes more meaningful and lasting language growth.

**Figure 4**

*WIDA ELD Standards Framework (2025)*



### **The Three Linguistic Spaces**

Beeman and Urow coined the concept of “Three Linguistic Spaces”: the Spanish Space, the English Space, and the Bridge. Each space is color-coded and has a designated purpose and linguistic endeavor, allowing students to use their languages in parallel, so that translanguaging can take place as often as possible.

1. The Spanish Space should be written entirely in red. This area encourages strong development in students' first language (L1) while also supporting their learning of academic content.
2. The English Space should be written entirely in blue. This space focuses on building ESL skills, paying close attention to pronunciation, sentence structure, and word formation.
3. The Bridge should be written entirely in purple. This isn't a translation exercise—instead, it's designed to guide students in connecting ideas and transferring knowledge between languages.

Furthermore, the bridge supports ESL development by making language visible—helping learners understand how both languages function and where they differ or overlap. For instance, during a bridging lesson, students might

examine the grammatical structures of a Spanish-language text and compare it with an English one. This contrastive analysis builds metalinguistic knowledge over time.

Beeman and Urow's (2013) transformative framework seeks to enable students to use both languages in a strategic manner in lieu of merely code-switching or translating back and forth. One should know that this language philosophy is systematically aligned with Krashen's Input Hypothesis (1982), which emphasizes the need for comprehensible input and meaningful use of language. Each space provides context-embedded instruction for students to learn from and interact with.

### Differentiated Instruction for English Learners (ELs): A Research-Based Perspective

Differentiated instruction is a teaching approach that take into account the diversity of students' learning based on their abilities and interests. In fact, differentiated instruction has emerged as a critical approach to meet the diverse needs of English Learners. The National Education Association predicts that by 2025, one in four U.S. students will be English Language Learners. Given this, more intentional and strategic efforts should be made to guarantee equitable access to academic content while supporting English language development with a focus on ELD standards. According to Tomlinson (2014); Echevarría Vogt and Short (2017), differentiated instruction has widely been recognized as a feasible vehicle of achieving both language acquisition and academic success for ELs.

**Figure 5**

WIDA Can Do Descriptors (Reading & Writing): Grades 6-8

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<b>Process explanations by</b> <ul style="list-style-type: none"> <li>Matching content-related objects, pictures, or media to words and phrases</li> <li>Identifying social or academic topics highlighted in text</li> </ul>	<b>Process explanations by</b> <ul style="list-style-type: none"> <li>Comparing ideas on the same topic in a series of simple sentences</li> <li>Identifying how content-related phenomena relate to one another in illustrated text or media</li> </ul>	<b>Process explanations by</b> <ul style="list-style-type: none"> <li>Illustrating relationships between main ideas and details in paragraphs</li> <li>Sequencing steps or events to describe processes (e.g., <i>solving math problems</i>)</li> </ul>	<b>Process explanations by</b> <ul style="list-style-type: none"> <li>Matching content-related cause to effect in graphically-supported text</li> <li>Highlighting text evidence that points to how systems function (e.g., <i>different forms of government</i>)</li> </ul>	<b>Process explanations by</b> <ul style="list-style-type: none"> <li>Sorting grade-level text by highlighting elements of the genre (e.g., <i>differentiating the "how" from the "why"</i>)</li> <li>Sequencing events based on cause and effect (e.g., <i>how machines operate</i>)</li> </ul>	<b>Process explanations by</b> <ul style="list-style-type: none"> <li>Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics</li> <li>Identifying factors that contribute to phenomena in explanations</li> </ul>
WRITING	<b>Explain by</b> <ul style="list-style-type: none"> <li>Indicating relationships by drawing and labeling content-related pictures on familiar topics</li> <li>Describing processes or cycles by labeling diagrams and graphs</li> </ul>	<b>Explain by</b> <ul style="list-style-type: none"> <li>Connecting short sentences</li> <li>Comparing illustrated descriptions of content-related concepts (e.g., <i>mitosis v. meiosis</i>)</li> </ul>	<b>Explain by</b> <ul style="list-style-type: none"> <li>Comparing and contrasting information, events, or characters</li> <li>Producing descriptive paragraphs around a central idea</li> </ul>	<b>Explain by</b> <ul style="list-style-type: none"> <li>Describing relationships between details or examples and supporting ideas</li> <li>Connecting content-related themes or topics to main ideas</li> </ul>	<b>Explain by</b> <ul style="list-style-type: none"> <li>Producing informational text around graphs and charts</li> <li>Comparing content-related ideas from multiple sources in essays, reports, and narratives</li> </ul>	<b>Explain by</b> <ul style="list-style-type: none"> <li>Determining two or more central ideas in text and tracing their development</li> <li>Evaluating the interactions between individuals, events, and ideas in text (e.g., <i>how ideas influence individuals or events and the converse</i>)</li> </ul>

The WIDA Can Do Descriptors offer concrete examples of what English Learners are capable of achieving at various stages of language proficiency in listening, speaking, reading, and writing (WIDA, 2020). Hence, teachers can design instruction that is specifically tailored to each learner's needs. These descriptors guide educators in differentiating lessons, scaffolding activities, and selecting suitable materials, allowing ELs to engage meaningfully with content while continuing to develop their language abilities. Overall, WIDA Can Do Descriptors provide a valuable framework for creating responsive and individualized instruction that supports both linguistic and academic growth.





## Understanding Differentiated Instruction

Tomlinson (2014) views differentiated instruction as a way of thinking about teaching and learning that takes into consideration the differences in learners. For ELs, differentiation considers language proficiency levels, cultural backgrounds, prior knowledge, and academic readiness. Differentiation is implemented through the modification of content (what students learn), process (how students learn), product (how students demonstrate learning), and learning environment.

## The Need for Differentiation in EL Education

ELs face the dual challenge of acquiring English proficiency while mastering academic content. According to the “Every Student Succeeds Act” (ESSA, 2015), schools must provide rigorous instruction to ELs that is simultaneously language- and content-rich. Differentiated instruction supports this by aligning tasks with ELs’ language proficiency as outlined in English Language Development (ELD) standards, such as those developed by WIDA (2020) and the California ELD Standards (CDE, 2012).

**Figure 6**

*EL Classroom Differentiation Plan: Department of Education, “Louisiana Believes”*

Students’ Name: _____		Date: _____	
Grade: _____	School: _____	ELPT/ELPS Level: __L__S__R__W	
Content Teacher(s): _____		EI Specialist: _____	
Student’s Strength	Challenges		
Areas of Growth	Possible Opportunities		
Does the Student have interrupted Education? __Y__N		Is the Student a newcomer? __Y__N	

Research shows that ELs benefit significantly from scaffolded instruction that includes the strategic use of visual supports, sentence frames, cooperative learning, and leveled texts (Calderón, 2011). More importantly, differentiated teaching lets teachers give these scaffolds in a planned way, making sure that language doesn’t get in the way of learning material.

## Effective Differentiation Strategies for English Learners

- ▶ To help English Learners (ELs) in the best way possible, you need to make sure that the differentiation you use is based on their language growth and academic needs. Some important strategies are:
- ▶ Language scaffolding: Helping people understand by giving them sentence starters, examples, and pictures.
- ▶ Tiered assignments: Making tasks that are appropriate for students with different levels of language skills.
- ▶ Flexible grouping: Putting pupils in groups that change over time to help them learn language and work together.
- ▶ Continuous assessment: Using formative checks to keep track of progress and change the way you teach as necessary.
- ▶ The Sheltered Instruction Observation Protocol (SIOP) approach is a well-known way to put these tactics into action. SIOP gives teachers the tools they need to combine language goals with content goals and gives them a lot of help to make sure that all students can understand the material (Echevarría et al., 2017).



## Evidence Supporting Differentiated Instruction

Research repeatedly shows that ELs benefit from differentiated education. A meta-analysis conducted by Cheung and Slavin (2005) revealed that programs featuring organized differentiation and targeted language support markedly enhanced the reading achievement of English Learners (ELs). In the same way, Calderón et al. (2011) showed that teaching in small groups with a lot of language led to measurable improvements in both reading and speaking skills. In addition to academic improvements, differentiated education has been associated with enhanced engagement, elevated confidence, and overall improved performance (Tomlinson, 2014). These results are especially important for ELs since they help close the inequalities in success and make education more fair.

## Challenges and Considerations for Educators

Differentiation is helpful, but it also requires careful preparation and professional knowledge. Teachers need to know how to recognize what stage of language acquisition an EL is at, how to appropriately assess their requirements, and how to plan courses that are both challenging and easy to understand. To help with this effort, it is important to keep learning and have assistance from the institution. For differentiated techniques to be used consistently and effectively, ESL specialists and content-area teachers need to work together.

## Academic Vocabulary

For English Learners, developing academic vocabulary is vital for both language proficiency and academic success. While everyday conversational English can often be acquired within a few years, academic language—with its specialized, context-specific terms—typically takes five to seven years to master (Cummins, 2008). Academic vocabulary appears in textbooks, lectures, and assessments, and is necessary for reading, writing, listening, and speaking across subjects. Without a solid grasp of these words, ELs may struggle to participate in discussions, understand grade-level texts, or perform on standardized assessments.

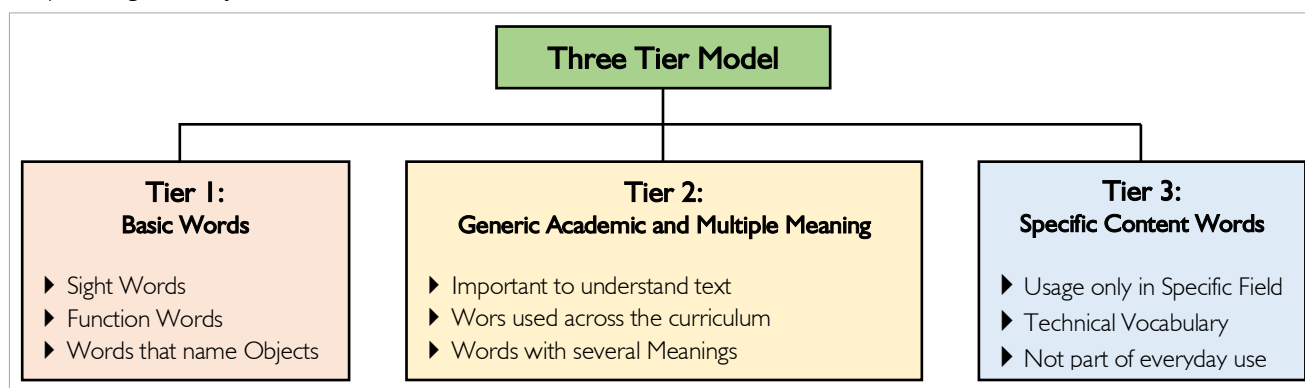
Research highlights the strong link between vocabulary knowledge and reading comprehension, particularly for ELs. Academic vocabulary includes general academic words (e.g., analyze, infer, justify) and discipline-specific terms (e.g., photosynthesis, equation). Because these words are often embedded in complex sentences and rarely appear in everyday conversation, ELs cannot rely on incidental learning alone. Intentional instruction, reinforced by repeated exposure in meaningful contexts, is essential for mastery and retention (Beck et al., 2013).

## Three Tier Model

The Three-Tier Model, implemented through frameworks like MTSS or RTI, offers a structured approach to providing support that increases in intensity based on student needs. Tier 1 consists of high-quality instruction for all students, incorporating strategies that simultaneously foster English language development and content mastery for ELs. Tier 2 provides targeted support in small groups, focusing on areas such as vocabulary growth, reading skills, or oral communication. Tier 3 provides highly personalized and intense treatments for adolescents encountering substantial academic or linguistic difficulties, frequently incorporating one-on-one instruction and consistent progress monitoring (Echevarría et al., 2017).

**Figure 7**

*Graphic Organizer of the Three Tier Model*



Teaching vocabulary is more than just making learners memorize words; it's a technique to help them understand and say things that matter. When English Learners (ELs) employ academic words in their writing and speaking, they slowly make them a part of their everyday language. This enables them to become more fluent. Sentence frames, visual aids, graphic organizers, and interactive word walls are all examples of scaffolds that teachers can use to help EL learners learn new words in a way that makes sense to them. Structured academic conversations as Zwiers (2014) points out, give ELs a chance to practice vocabulary in context, which helps them feel more confident in their language skills and makes it easier for them to participate in academic debates.

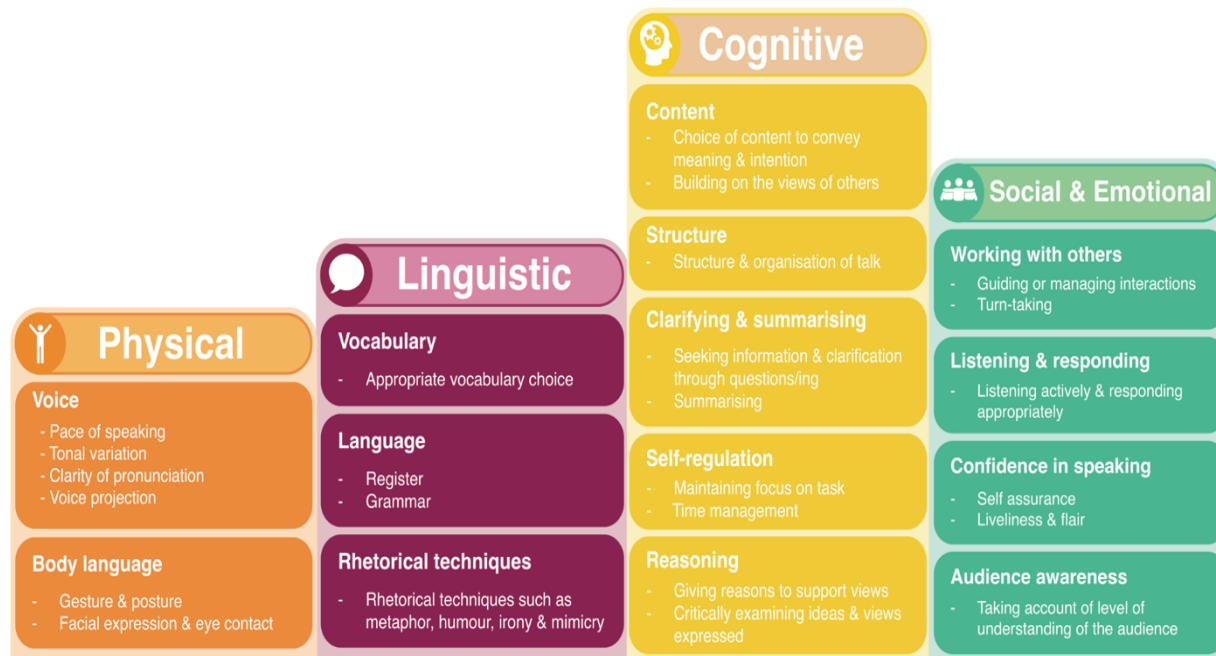
All subjects should include effective vocabulary education, and it should be tailored to each student's level of language skill. Teachers can teach important words ahead of time, show students how to use them correctly, and then reinforce them through a variety of reading, writing, and conversation activities. It is important to differentiate instruction since students at different stages of language development need different levels of help (Echevarría et al., 2017). Educators can assist ELs learn the words they need to do well in school by making sure that their classroom environment reinforce the instruction of those vocabulary words.

### Oracy: Building Oral Language Skills

For ELs, oral language abilities are important in language learning. Oracy—the ability to talk clearly, logically, and persuasively—is the basis of communication and language growth in general. The WIDA ACCESS Test checks how well learners listen, speak, read, and write, with a focus on their spoken language skills. In truth, making oracy a priority in their everyday lessons, teachers not only get learners ready for the speaking and listening parts of the ACCESS Test, but they also help them improve their reading, writing, and overall interest in all subjects.

**Figure 8**

*The Oracy Skills Framework and Glossary (Cambridge, 2019)*



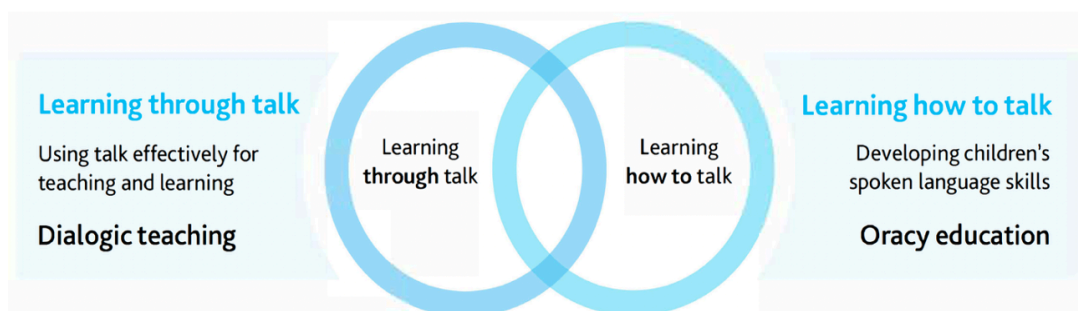
Oracy education focuses on developing students' abilities to express themselves effectively and to listen with understanding. The underlying idea is that strong speaking and listening skills are essential not only for academic success, but also for building relationships and lifelong learning (Mercer & Dawes, 2014). The core belief is that effective oral communication supports academic achievement, fosters positive social interactions, and contributes to lifelong learning. Teaching vocabulary, pronunciation, grammar, and listening skills is also a part of oracy instruction. Studies indicate that programs focusing on oral skills not only facilitate communication, but also augment critical

thinking and performance on exams with speaking components, such as the WIDA ACCESS for ELs (Cameron, 2001). Schools may help EL learners learn by incorporating oracy into the curriculum. This will help them grasp the material while also giving them the language skills they need to convey their ideas clearly and confidently.

## Dialogic Teaching versus Oracy Education

**Figure 9**

*Dialogic Teaching versus Oracy Education (Cambridge)*



Dialogic teaching is a method of teaching that uses planned and structured talks in the classroom to help students improve their reasoning, understanding, and critical thinking. It encourages students to share their thoughts, ask questions, and say what they think while they listen to their classmates. Oracy education, which is very similar to this, focuses on improving students' speaking and listening skills so they can communicate clearly and effectively in both academic and social situations (Mercer & Dawes, 2014). Dialogic teaching and oracy education work together to improve language skills, help cognitive development, and help students do well in school. This is especially true for English Learners (ELs), who learn best when they can practice language in a way that is both participatory and structured.

## The Role of Sentence and Dialogue Frames in Supporting English Learners

Sentence and dialogue frames are important teaching techniques that help English Learners (ELs) organize their thoughts and take part in class discussions. These frames help learners make sentences or have conversations by giving them ready-made language patterns. This makes it easier for them to think about how to make language on their own. Echevarría et al. (2017) stress that frames help ELs focus on sharing their thoughts and understanding what they read instead of worrying about vocabulary or grammar. In most cases, sentence frames work as prompts or sentence openers, helping students finish their thoughts in a way that makes sense in the context. These tools encourage participation, teamwork, and higher-order thinking, giving ELs an encouraging environment to practice academic speech (Tharp & Gallimore, 1988). Moreover, Snow and Uccelli (2009) underscore that frames are essential in cultivating academic language, including precise vocabulary, intricate sentence structures, and unified discourse markers, which ELs frequently encounter as more problematic than daily conversational language.

**Figure 10**

*Sentence Frames and Sentence Starters: Colorin Colorado's (2025)*

Grade Level	Examples
Elementary	The character is _____. I like to eat _____. My favorite _____ is _____.
Middle School	Like the plant cell, the animal cell also contains _____. I solved the problem by _____. After that, I _____. My last step was _____. I agree with _____ because _____.
High School	My first step in solving the problem was to _____. Then I _____, in order to _____.

To get the result I \_\_\_\_.

### GLAD Strategies: 7 Hip Pocket Tools and the Cognitive Content Dictionary

To teach biliteracy, you need to use purposeful tactics based on pedagogy, linguistics, and cultural responsiveness. For teachers to help EL learners learn to read and write in two languages, they need to focus on three main elements: getting professional training, having access to resources, and being involved in research.

#### Professional Training

Consistent coaching and professional guidance play a key role in Teaching for Biliteracy, supporting teachers in gradually strengthening their instructional practices for bilingual students. Professional development helps teachers learn about how to serve EL learners linguistically and academically, how to transfer skills between languages, and how to teach in a way that is sensitive to different cultures (Garcia & Kleifgen, 2018). Likewise, professional development programs equip teachers with knowledge of evidence-based instructional methods, such as dual-language immersion and transitional bilingual education. These models have been shown to help bilingual students learn more and improve cognitively (Thomas & Collier, 2017). In brief, without ongoing professional development, teachers may struggle to scaffold literacy skills across languages, thereby impeding students' academic advancement.

**Figure 11**

*Professional Development Skills (Janelle Cox, 2019)*



#### Access to Bilingual Resources

Resources, such as bilingual books, technology-enhanced learning tools, and curriculum guidelines are very important for increasing biliteracy. Students can effectively participate in reading and writing assignments in different languages when they have access to high-quality materials that are culturally and linguistically relevant (Cummins, 2000). Additionally, giving teachers access to evaluation tools and instructional frameworks enables them to keep track of how their students are doing and adjust or tweak their lessons to fit each student's language abilities and needs (Saunders & O'Brien, 2017). In effect, lack of appropriate instructional tools can lead to unfair learning opportunities, which can make it harder for EL learners to increase their Spanish and English proficiency.

#### Research-Informed Practice

Research offers an empirical basis for effective biliteracy education. Language development, cross-linguistic transfer, and instructional interventions have informed educators in choosing tactics that improve literacy outcomes in both languages (Espinosa, 2013). In the same manner, research highlights that when learners are provided structured opportunities to read, write, and communicate in both languages, they develop a sharper awareness of linguistic subtleties and greater mental flexibility—abilities that significantly support academic achievement in multilingual contexts.



(Bialystok, 2017). Likewise, ongoing investment in research fosters reflective practice, allowing educators to modify instruction in response to changing linguistic, cognitive, and cultural requirements.

The development of teaching for biliteracy is hinged upon well-trained educators, robust instructional resources, and a strong foundation in research. Each component reinforces the other: training allows educators to implement research-based strategies effectively, resources provide the materials to operationalize instruction, and research ensures that teaching practices are evidence-driven. When investing in these pillars, educational systems can cultivate biliterate learners who possess the cognitive, linguistic, and cultural competencies necessary for success in a multilingual world.

### **Capacity Building**

Strengthening the capacity of bilingual teachers requires equipping them with the knowledge, strategies, and resources necessary to teach effectively in two languages while meeting the diverse needs of their students. This entails sharpening bilingual instructional practices, advancing language proficiency in both mediums of instruction, and deepening understanding of cultural and linguistic diversity (García & Kleifgen, 2018). Professional development opportunities, mentorship programs, and collaborative learning networks are essential for sharing best practices and improving the quality of instruction for English learners. It is important to keep investing in teacher development because their skills and expertise are still the most important factors in the success of bilingual and dual-language programs (Thomas & Collier, 2017).

### **Curriculum, Scope and Sequence, and Content-Language Allocation**

Curriculum design, scope and sequence and content-language allocation are the three main parts of effective bilingual and dual-language instruction. They help students do well in school and learn new languages. The curriculum sets the overall goals and standards, while the scope and sequence give a planned timeframe for learning, practicing, and mastering skills and ideas. Content-language allocation ensures that there is a planned balance between English and the partner language, which gives students organized chances to do well in both. When these parts are purposefully put together, English learners learn more than just understanding the subject; they also improve their language abilities, become biliterate, and set themselves up for long-term academic success.

**Curriculum:** A good curriculum for English learners is more than just changing regular programs to fit their needs. It is specifically designed to combine language improvement with academic content, so that students can improve their English skills while learning important subject matter (García & Kleifgen, 2018). The effectiveness of education depends on two main criteria: how the lessons are sequenced and organized (scope and sequence) and how time and resources are strategically divided between language and subject goals.

**Scope and Sequence:** A curriculum's scope and sequence show the range of skills and topics that will be taught and the order they will follow in different units of instruction. The scope ensures that all important ideas and language skills are covered, and the sequencing makes sure that the ideas build on each other in a logical manner (Echevarría et al., 2017). A well-planned scope and sequence ensures that teachers can provide instruction without leaving gaps in student learning. This enables them to build on what they already learned while continuously improving their language skills and content mastery.

**Content-Language Allocation Plan:** A content-language allocation plan guides and informs teachers about how to structure classroom activities, resources, and instructional time, so that students learn both the subject content and the language simultaneously. More importantly, instruction that lacks structure can become fragmented, leaving students with incomplete knowledge of language and content (Thomas & Collier, 2017). According to the WIDA ELD Standards, which underscores that language goals should be built right into content lessons (WIDA, 2020), well-structured content-language allocation is in line with these standards. In short, inclusion of language goals in schoolwork, students get to practice their English in a meaningful way, which helps them improve their vocabulary, grammar, and discourse, all of which are important for excelling in school and exiting the EL program.





## ACCESS for ELs and the Seal of Biliteracy

WIDA designed the ACCESS test to see how well English learners listen, speak, read, and write. The scores give teachers, program designers, and families important information about their proficiency level (WIDA, 2020). The Seal of Biliteracy honors students who demonstrate proficiency in English and at least one additional language. This achievement is recorded on their transcripts and diplomas, formally acknowledging their language abilities. The Seal serves as a credential that is respected by colleges, universities, and employers, highlighting the holder's advanced bilingual capabilities (Seal of Biliteracy, 2024). It is used in several states in the U.S. These tools work together to provide a complete system that supports and celebrates the growth of biliteracy by combining formative assessment with formal acknowledgment.

## Conclusion

This study sought to investigate the Teaching for Biliteracy framework in the United States using non-participant observations carried out over 12 months in three elementary schools and one middle school. The researcher captured an authentic view of everyday teaching practices, instructional choices, and how students engaged with content in both languages by observing classrooms unobtrusively and without intervening. The results show that biliteracy education is more than just teaching two languages. It rather encapsulates intentional blending of languages, opportunities for students to draw connections between them, and strategies that leverage their cultural and linguistic strengths. They also emphasized the value of supports such as visual cues, guided discussions, and collaborative activities to simplify content comprehension and foster bilingual development. Although this research method did not completely capture the internal viewpoints of teachers or learners, it provided substantial insight into the practical dynamics of biliteracy instruction. The findings underscored that teaching for biliteracy constitutes both a systematic instructional methodology and an equity-oriented practice, necessitating deliberate planning, flexibility, and an acknowledgment of the extensive and varied resources that multilingual students bring to the classroom.

## Recommendations

- ▶ Invest in high-quality and culturally responsive curricula that are thoughtfully designed to address diverse learning needs of all students.
- ▶ Recruit highly qualified dual-language teachers who hold the Illinois State Board of Education (ISBE) endorsements and demonstrate expertise in bilingual instruction.
- ▶ Ensure educators possess rigorous training, certification, and pedagogical proficiency to effectively deliver instruction in both languages (Spanish and English)
- ▶ Establish clear and consistent communication channels (weekly check-ins, shared digital platforms, and clear timelines).
- ▶ Clearly define responsibilities and tasks for Bilingual Coordinators and Bilingual Specialists to prevent overlap and confusion.
- ▶ Ensure Bilingual Specialists have timely access to student data (ACCESS, MAP, and IAR, formative/summative data, etc.).
- ▶ Highlight Bilingual Specialists' work in school communications and leadership meetings.
- ▶ Ensure their perspectives are included in curriculum decisions and program planning, mainly for ESL and SLA
- ▶ Include Bilingual Specialists as Instructional Partners in all Tier 1 Walkthroughs.
- ▶ Provide agendas in advance for meetings to ensure focused discussions.
- ▶ Create opportunities for Bilingual Specialists to co-plan and co-teach with classroom teachers.
- ▶ Implement dual-language formative assessments, such as DIBELS in English and Spanish, to continuously monitor student growth and inform instructional strategies.
- ▶ Use ACCESS data to keep track of how students are doing with their biliteracy skills. This will help teachers tailor their lessons to each student's needs. Ongoing professional development, such as workshops, curriculum design sessions, classroom walkthroughs with feedback, and working together to analyze student data, can help teachers become more knowledgeable.
- ▶ Ensure the biliteracy curriculum is vertically aligned so that each grade level progressively builds on the skills and knowledge students acquired in the previous year.



- ▶ Use a writing workshop format in both languages so that students can write for different reasons and audiences on a regular basis. This will directly improve their writing skills, which are intimately linked to ACCESS objectives.
- ▶ Use technology wisely by adding bilingual dictionaries, classroom labels, and online platforms to make biliteracy lessons more interesting.
- ▶ Use the findings of assessments to guide instruction by making lessons fit each student's language level instead of just their grade level. This way, every student may work on content that is just right for them.
- ▶ Use GLAD strategies like visual input charts and cognitive content dictionaries to teach important vocabulary words directly.
- ▶ Invest time in planning for the Bridge at the end of each unit. A contrastive analysis must be done where students look at how syntax, morphology, or cognates connect across languages (Spanish and English).
- ▶ Promote collaboration among bilingual and dual-language teachers by creating professional learning communities where they can consistently share best practices, exchange ideas, and refine strategies to enhance biliteracy instruction.
- ▶ Advocate for policies, regulations, and accountability measures that ensure the long-term sustainability of bilingual programs.
- ▶ Engage all stakeholders—including families, educators, policymakers, and community organizations—to actively maintain support for bilingual education over time.

### Further Work

Future research in biliteracy instruction should rigorously examine pedagogical strategies that intricately weave language development with content mastery for English learners. Longitudinal research could illuminate the sustained effects of methodologies, such as translanguaging, bridge implementation, cross-linguistic connections, GLAD strategies, and academic language scaffolds on students' language proficiency (García & Kleifgen 2018). Moreover, studies should critically evaluate how teacher professional development, innovative digital tools, culturally responsive bilingual materials, and proactive family engagement collectively enhance the efficacy and longevity of Teaching for Biliteracy practices.

**Funding:** This study was not funded in any shape or form by any party.



## References

- Barac, R., & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: role of language, cultural background, and education: Language, culture, education, and bilingualism. *Child Development*, 83(2), 413–422. <https://doi.org/10.1111/j.1467-8624.2011.01707.x>
- Barbosa, A. (2024, October 29). *What is Dual Language Education? Complete 2024 Guide - Participate Learning*. Participate Learning. <https://www.participatelearning.com/blog/what-is-dual-language-education/>
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction: Robust vocabulary instruction*. Guilford Publications.
- Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Caslon Publishing.
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press.
- Calderón, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners. *The future of children*, 103-127. <https://doi.org/10.1353/foc.2011.0009>
- Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, 21(1), 103–127. <https://doi.org/10.1353/foc.2011.0007>
- California Department of Education (CDE). (2012). *California English Language Development Standards*.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733109>
- Castro, D. C., Franco-Jenkins, X., & Chaparro-Moreno, L. J. (2025). The effects of dual language education on young bilingual children's learning: A systematic review of research. *Education Sciences*, 15(3), 312. <https://doi.org/10.3390/educsci15030312>
- Cenoz, J. and Gorter, D. (2015) *Multilingual Education: Between language learning and translanguaging*. Cambridge: Cambridge University Press.
- Cheung, A., & Slavin, R. E. (2005). Effective reading programs for English language learners and other language-minority students. *Bilingual Research Journal*, 29(2), 241–267. <https://doi.org/10.1080/15235882.2005.10162835>
- Colorín Colorado. (2013, September 17). September 2013 newsletter. <https://www.colorincolorado.org/newsletter/september-2013>
- Costino, K. A., & Hyon, S. (2011). Sidestepping our “scare words”: Genre as a possible bridge between L1 and L2 compositionists. *Journal of Second Language Writing*, 20(1), 24–44. <https://doi.org/10.1016/j.jslw.2010.12.001>
- Cummins, J. (1981). *Bilingualism and Minority-Language Children*. Language and Literacy Series. The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.
- Cummins, J. (2000). *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Multilingual Matters.
- Cummins, Jim. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In *Encyclopedia of Language and Education* (pp. 487–499). Springer US. [https://doi.org/10.1007/978-0-387-30424-3\\_36](https://doi.org/10.1007/978-0-387-30424-3_36)
- Echevarría, J., Vogt, M., & Short, D. J. (2017). Making content comprehensible for English learners. In *The SIOP model*. Pearson.
- Espinosa, L. M. (2013). *Early education for dual language learners: Promoting school readiness and early school success*. Migration Policy Institute.
- Flege, J. E. (1995). Second language speech learning: Theory, findings, and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Theoretical and methodological issues in nonnative speech* (pp. 233-277). Timonium, MD: York Press.
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171. <https://doi.org/10.17763/0017-8055.85.2.149>
- Forehand, M. (2010). Bloom's taxonomy. *Emerging perspectives on learning, teaching, and technology*, 41(4), 47-56.
- García, O., & Kleifgen, J. A. (2018). *Educating emergent bilinguals: Policies, programs, and practices for English learners* (2nd ed.). Teachers College Press.
- García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan.
- Genesee, F. (2008). Dual Language Instruction: A Model for Enriching the Education of Language Minority Students. In D. Corson (Ed.), *Language Policy and Political Issues in Education* (pp. 1-16). Springer.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.
- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261–278. <https://doi.org/10.1080/13670050.2012.658016>



- Illinois General Assembly. (2023). Legislative Brief on Bilingual Education Funding.
- Illinois State Board of Education (ISBE). (2021). Dual Language Programs. [ISBE] (<https://www.isbe.net/Pages/dual-language.aspx>)
- Illinois State Board of Education (ISBE). (2022). Guidelines for Dual Language Programs. [ISBE] (<https://www.isbe.net/Pages/dual-language.aspx>)
- Illinois State Board of Education. (2017). Dual Language Programs in Illinois: A Guide for Educators. [ISBE website] (<https://www.isbe.net>).
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.
- Kuo, L.-J., & Anderson, R. C. (2010). Beyond cross-language transfer: Reconceptualizing the impact of early bilingualism on phonological awareness. *Scientific Studies of Reading: The Official Journal of the Society for the Scientific Study of Reading*, 14(4), 365–385. <https://doi.org/10.1080/10888431003623470>
- Kuo, L.-J., & Anderson, R. C. (2012). Effects of early bilingualism on learning phonological regularities in a new language. *Journal of Experimental Child Psychology*, 111(3), 455–467. <https://doi.org/10.1016/j.jecp.2011.08.013>
- Macswan, J. (2000). The architecture of the bilingual language faculty: Evidence from code-switching. *Bilingualism: Language and Cognition*, 3(1), 37–54. <https://doi.org/10.1017/S1366728900000122>
- Mercer, N., & Dawes, L. (2014). The Study of Talk between Teachers and Students, from the 1970s until the 2010s. *Oxford Review of Education*, 40, 439–445. <https://doi.org/10.1080/03054985.2014.934087>
- Potowski, K. (2005). Latino children's Spanish use in a Chicago dual-immersion classroom. *Latino language and literacy in ethnolinguistic Chicago*, 157–185.
- Reyes, I. (2012). Bilinguality among children and youths. *Reading Research Quarterly*, 47(3), 307–327. <https://doi.org/10.1002/rrq.022>
- Rubinstein-Ávila, E., Sox, A. A., Kaplan, S., & McGraw, R. (2015). Does bilinguality + mathematical discourse = binumerate development? Language use in a middle school dual-language mathematics classroom. *Urban Education*, 50(8), 899–937. <https://doi.org/10.1177/0042085914536997>
- Sadin, S. (2023, November 3). *Waukegan D60 starting new dual language program; "This will be an opportunity ... to become fully bilingual."* Chicago Tribune. <https://www.chicagotribune.com/2023/11/03/waukegan-d60-starting-new-dual-language-program-this-will-be-an-opportunity-to-become-fully-bilingual/>
- Saunders, W. M. (1999). Improving literacy achievement for English learners in transitional bilingual programs. *Educational Research and Evaluation*, 5(4), 345–381. <https://doi.org/10.1076/edre.5.4.345.6936>
- Seal of Bilinguality. (2024). *History and purpose*. <https://sealofbilinguality.org>
- Selinker, L. (1972). INTERLANGUAGE. *IRAL, International Review of Applied Linguistics in Language Teaching: Revue Internationale de Linguistique Appliquée Enseignement Des Langues. Internationale Zeitschrift Für Angewandte Linguistik in Der Sprachziehung*, 10(1–4). <https://doi.org/10.1515/iral.1972.10.1-4.209>
- Snow, C. E., & Uccelli, P. (2009). The challenge of academic language. In D. R. Olson & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112–133). Cambridge University Press. <https://doi.org/10.1017/CBO9780511609664.008>
- Tharp, R., & Gallimore, R. (1988). *Rousing minds to life*. New York: Cambridge University Press.
- Thomas, W. P., & Collier, V. P. (2002). A National Study of Two-Way Immersion Programs in the United States. Center for Research on Education, Diversity & Excellence.
- Thomas, W. P., & Collier, V. P. (2017). *Dual language education for a transformed world*. Caslon Publishing.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- U.S. Department of Education. (2016). *Every Student Succeeds Act*. [<https://www.ed.gov/essa>] (<https://www.ed.gov/essa>)
- U.S. House of Representatives. (2018). *The Importance of Bilingual Education*. <https://www.congress.gov/>
- United Nations (UN): (2024). *About 7,000 languages spoken globally*. Washington.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- WIDA. (2020). *ACCESS for ELLs interpretive guide for score reports*. Wisconsin Center for Education Research.
- WIDA. (2020). *ACCESS for ELLs overview*. <https://wida.wisc.edu/assess/access>
- Zwiers, J. (2014). *Building academic language: Meeting Common Core standards across disciplines* (2nd ed.). Jossey-Bass.

