BILINGUAL/ESL PROGRAM
LITERACY FRAMEWORK
The balanced literacy framework provides the scaffold that bilingual students need. Reader’s Workshop and Writer’s workshop both for the Spanish/English Language Arts and also ESL are to be implemented daily to support literacy development of in both languages. Teachers’ daily schedules are a reflection of the components above.
Gradual Release of Responsibility

I (teacher) practice.

We (teacher and students) all practice.

You all (students) practice.

You (students) do alone.

The objective is that students become independent learners.
El proceso de escritura

Publicar/Publicize

Yo puedo utilizar mi lista de comprobación, compañero, diccionario, maestra.

Editar/Edit

Prescritura/Pre-writing

Yo puedo pensar.

Revisar/Revise

Borrador/Draft

Yo puedo hacerlo mejor.

Yo puedo escribir.
Reading Layers

**Comprehension**
- Vocabulary
- Concept Development
- Background Knowledge
- Academic Language
- Genre
- Text Structure
- Comprehension Skills
- Comprehension Strategies

**Vocabulary**
- Word Classification
- Antonyms and Synonyms
- Affixes and Roots
- Multiple Meaning Words
- Homographs and Homonyms
- Word Learning Strategies
- Word Origins and Derivations
- Figurative Language and Idioms

**Fluency**
- **Accuracy**
- **Rate**
- **Prosody**

**Decoding and Word Recognition**
- Match Sounds to Spellings
- High-Frequency Words (i.e., sight words)
- Short Vowels
- Consonant Blends
- Long Vowels
- Vowel Digraphs and Diphthongs
- Re-Controlled Letter/Sound Associations
- Multi-syllable Words
- Compound Words
- Contractions
- Inflectional Forms

**Phonological/Phonemic Awareness**
- Listen for Sounds
- Rhyming Words
- Words in Sentences
- Syllables in Words
- Teach and Order Phonemes
- Phoneme Isolation
- Phoneme Identification
- Phoneme Comparison
- Phoneme Blending
- Phoneme Segmentation
- Phoneme Deletion
- Phoneme Addition
- Phoneme Substitution

**Concepts About Print**
- Provide Materials
- Provide Information
- Parts of a Book
- Title and Author
- Directionality
- Distinguish Letters from Words
- Identify Letters, Words, and Sentences
- Match Oral Words to Print
- Recognize and Name All Letters (upper/lower case)
**K-5th Continuum of Guided Reading Levels**  

**Biliteracy Reading Zones**

<table>
<thead>
<tr>
<th></th>
<th>Kinder</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish:</td>
<td>A-6</td>
<td>6-16*</td>
<td>16-28</td>
<td>28-38</td>
<td>38-40</td>
<td>50-60</td>
</tr>
<tr>
<td>English:</td>
<td>*A-3</td>
<td>**4-12</td>
<td>10-20</td>
<td>20-30</td>
<td>30-40</td>
<td>38-40+</td>
</tr>
</tbody>
</table>

*Students reaching a level 16 in Spanish guided reading will transition into English guided reading.

**Students who may have a stronger foundation in English may start guided reading in English as per teacher’s evaluation.

- The GCCISD continuum of guided reading levels provide bilingual readers an opportunity to work at their developmental reading levels in both English and Spanish to allow for a deeper comprehension on different texts at their grade level. The goal is to ensure students read with strong comprehension and across genres and with horizontal depth in reading levels rather than vertically so that the transfer to English in the next grade level is more successful.

- The GCCISD early exit transitional bilingual model provides instruction in literacy and academic content areas through the medium of the student’s first language, along with instruction in English oral and academic language development. Exiting of a student to an all-English program of instruction will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school.

- Independent Reading in Spanish in all grades can help students with strengthening their reading process in English. Use of L1 continues to reinforce the transfer of skills.

- The bilingual teacher utilizes both languages to accommodate linguistically for the needs of the students across core content areas.
### Transitional Guided Reading Chart

<table>
<thead>
<tr>
<th>Six Weeks of School</th>
<th>ENGLISH Guided Reading Levels Progression and Transition Chart from Spanish to English After Student Reaches Level 16 in Spanish Guided Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*8</td>
</tr>
<tr>
<td>2</td>
<td>10 *8</td>
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<tr>
<td>3</td>
<td>12 10 *8</td>
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<tr>
<td>4</td>
<td>14 12 10 *8</td>
</tr>
<tr>
<td>5</td>
<td>16 14 12 10 *8</td>
</tr>
<tr>
<td>6</td>
<td>18 16 14 12 10</td>
</tr>
</tbody>
</table>

**Student reaches level 16 in Spanish Guided Reading**

**Teacher starts transitional guided reading in English. The ESL time is also used to reinforce guided reading in English.**

**Transitional Guided Reading**

1. Shared-to-Guided Reading
2. Word Work
3. Reading the Text/Prompting
4. Returning to the Text
5. Responding to the Text

*Note that the transition to a level 8 in English guided reading may be higher or lower according to the English language proficiency and the exposure the student may have received in English instruction previously.*
TRANSITIONAL GUIDED READING

Once the student reaches level 16 in Spanish....

Phase out guided reading days in Spanish.

Phase in guided reading days in English.

Students apply word skills or reading strategies that teacher has presented during word study, read aloud, or during the book introduction of guided reading.

Teacher follows the steps of transitional guided reading.

WORD STUDY
Focus on the teaching of the English phonological awareness and vocabulary following the English Language Arts scope and Sequence for ELA 1-2 days a week or according to group needs.

READER’S WORKSHOP
- Read Aloud/Mini-lesson: Teacher models in English the strategy the students will practice independently or during guided reading.
- Independent Reading Time: Students APPLY independently the reading strategy the teacher modeled during read aloud.
- Workstations (Library/Computer etc.) and Guided reading support the reading skills the students need to master.
- Sharing Time: Students have an opportunity to reflect in writing or orally the skills they learned about during the reader’s workshop.

WRITER’S WORKSHOP
Mini-lesson: Teachers models writing 1-2 days in English according to group needs as a whole group.

Guided Writing: Teacher confers with students to individualize instruction/provides feedback according to language needs.

Sharing Time: Students share their writing to show skills they are learning.

Note: Writing samples are used as a formative assessment and tool to focus on strengths and needs/skills to model and support the students.

ESL BLOCK OF TIME
(See attached ESL framework)
The ESL block of time addresses the ELA TEKS as per the district ELA scope and sequence.

Teacher utilizes guided reading during the ESL block of time to read with students who are ready to transition.

How the Elements of the Balanced Literacy Framework Support Transitional Guided Reading
ESL Framework
Marco de Lectura y Escritura

**Word Study**
- 30-45 minutes
- Interactive Writing
- Shared Reading - Modeled
- Shared Writing - Modeled
- Handwriting
- Phonics/ Word Study/ Spelling

**Reader’s Workshop**
- 30-45 minutes
- Read Aloud/ Shared Reading with Mini Lesson
- Independent Reading/ Conferring
- Guided Reading / Literacy Work Stations
- Sharing

**Writer’s Workshop**
- 30-45 minutes
- Mini-lesson
- Guided Writing/ Independent Conferences
- Sharing