Figure 2. Components of English Literacy and Biliteracy Development

English Literacy Development

Structured Literacy Principles

- Explicit
- · Systematic and cumulative
- · Hands-on and engaging
- Multimodal
- Diagnostic and responsive
- · Gradual release of responsibility
- · Corrective/affirming feedback

Five Components of Reading

- Phonological awareness
 - o Syllables, alliteration, onset-rime
 - o Phoneme segmentation, blending
 - Phoneme/syllable substitution, addition, deletion
- Phonics
 - o Alphabetic principle
 - o Letter-sound correspondences
 - o Encoding
- Fluency
 - o Automaticity
 - o Accuracy
- Vocabulary
 - Word consciousness, word parts
- Comprehension

Build/Activate Background Knowledge

- Tap into students' lived experiences
- Use informational texts to build content knowledge
- Wide reading (read alouds, shared, independent)

Oral Language Development/Oracy

- Language structures and functions
 - o Grammar rules
- Vocabulary
- Dialogue
 - Preplanned ample opportunities for dialogue
 - Open ended questions in different groupings
 - o Increased repetition and review
 - Accountable talk
 - o Structured academic discussions
 - o Differentiated language scaffolds

Culturally and Linguistically Responsive Practice

- Use texts that match students' experiences/interests
- Maintain high expectations for student success
- Know your students' backgrounds and experiences
- Know students' current language proficiency levels
- Positive relationships with students and their families
- Asset-based orientation

Spanish Literacy and Biliteracy Development

Incorporate English literacy development practices with considerations as follows for Spanish literacy or biliteracy development.

Reading Subskill Differences

- Less time on phonological awareness
- Less time on alphabetic principle and spelling-sound correspondences
- Focus on syllable awareness
- . More time on decoding fluency (word recognition)
- More time on vocabulary development and word recognition in L1 and L2
- . Greater emphasis on oracy in L1 and L2

Additional Focus Areas

- Linguistic responsiveness
- Academic/instructional vocabulary in L1 and L2
- Language structures and functions in L1 and L2
 - Grammar usage in L1 and L2
- · Number and gender in nouns/adjectives in Spanish
- Cross-linguistic connections
- Metalanguage
- · Metalinguistic awareness
- · Differentiated instruction for language and content

Holistic Assessment

- Assess in L1 and L2 and compare results
- Set language and achievement goals in L1 and L2 from assessment data
- Multimodal presentations to demonstrate knowledge in L1 and L2, or both
- Translanguaging as a language scaffold to develop vocabulary in L1 and L2