

OCDE Project GLAD®—The “How” of Dual Language Bilingual Education

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Introduction

In the fall of the 2021-2022 school year, the American Councils Research Centers did a canvass of Dual Language Bilingual Education (DLBE) programs in the United States and found that more than 3,600 such programs existed across the country (americancouncils.org). Each one of these programs is built upon the three foundational goals or pillars of dual language education, (1) High academic achievement, (2) High levels of bilingualism and biliteracy in English and the partner language, and (3) Sociocultural competence. Despite their prevalence in communities around the country, how these DLBE programs address issues of curriculum and instruction varies significantly. This article seeks to show that within DLBE programs, OCDE Project GLAD® stands out as the most effective instructional framework.

Even though OCDE Project GLAD® was not originally developed for DLBE programs, we have found that there is considerable alignment between the big ideas of GLAD® and the principles that guide dual language programming. To that end, we have developed the following table in an effort to illustrate how best practices for DLBE instruction from the Guiding Principles for Dual Language Education (2018) correlate with the big ideas of OCDE Project GLAD®.

Best Practice for DLBE Instruction from <i>Guiding Principles for Dual Language Education</i> (2018)	The OCDE Project GLAD® instructional framework is based on research-based instructional strategies ...
Teachers integrate language and content instruction.	... that intentionally integrate language and content standards.
Students are routinely engaged in meaningful activities that require sustained language use in each program language.	... that intentionally provide opportunities for students to use language in context. Project GLAD® strategies can be implemented in either DLBE program language, which provides a foundation of instructional equity.
Standards-based academic content instruction is provided in both program languages in a coordinated way.	... that intentionally provide comprehensible input via brain-based teaching and learning. These strategies can be implemented in either program language and intentionally coordinated for deep content cognition.
Explicit language arts instruction is provided in both program languages, is based on language-specific standards, and is coordinated across languages to ensure biliteracy development.	... that intentionally focus on language comprehension (e.g., background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). These strategies can be implemented in either program language and intentionally coordinated for biliteracy development.
Instruction in one language builds on concepts learned in the other language.	... that can be used to bring the two program languages in a DLBE program together. There are many authentic opportunities for promoting metalinguistic awareness, leveraging students' bilingualism and bridging content learning across languages because of how these strategies are integrated into the framework. These opportunities are consistent with other metalinguistic strategies such as “The Bridge”, developed by Beeman and Urow (2013) and Así se dice, developed by Escamilla et al. (2014).
Instruction promotes metalinguistic awareness and metacognitive skills.	
Instruction leverages students' bilingualism by strategically incorporating cross-linguistic strategies.	
Instruction incorporates appropriate separation of languages to promote high levels of language acquisition.	

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Case Study: Zion Elementary School District 6

Dual Language Education of New Mexico (DLeNM) began partnering with Zion Elementary School District 6 in Zion, Illinois in the spring of 2019, before the school began its 80/20 Spanish-English DLBE program and continues today. East Elementary School is a K-2 school with approximately 250 students (221 are classified as multilingual learners), 18 teaching staff, and 3 classrooms per grade level. The students from East Elementary School entering 3rd grade go to West Elementary School to continue in the dual language program in Grades 3-5.

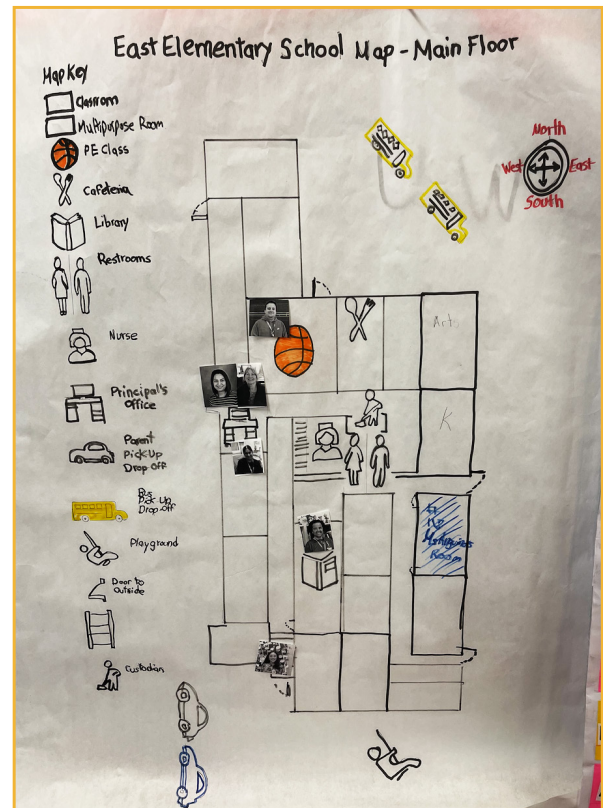
In the spring of 2022, the educators at East Elementary School made a significant decision—they opted to transition from the district’s established language arts published curriculum to embrace teacher-developed Project GLAD® units. Since then, the partnership work between DLeNM and the school’s staff has focused on fine-tuning teachers’ use of GLAD® strategies and developing units to be implemented in the language arts block of time as determined by their language allocation plan, detailed in Table 1.

Table 1. East Elementary School DLBE Language Allocation Plan

Grade	SLA/SLD Science & Social Studies	ELA/ELD Science & Social Studies
K	60 min	30 min
1st	40 min	50 min
2nd	30 min	60 min

First Grade School Community Unit - English Instruction

An example of a 1st grade Project GLAD® unit developed for East Elementary is the School Community Unit. In the English language space, geography standards were addressed using a School Map Input Chart (listening and reading domain), along with corresponding “turn and talk” prompts (speaking domain) and learning logs (writing domain). Then a First Graders Here There Chant was introduced, highlighting students’ identities (3rd goal of DLBE). Frequent practice of the chant led to a Sentence Patterning Chart (SPC) developed by the students—a rich source of guided oral practice and vocabulary development. The SPC then became a scaffold for student sentence writing, addressing English Language Arts standards. These images show artifacts of the strategies implemented in English.



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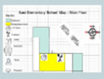



I want to thank the custodian for _____.












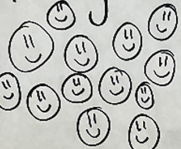
School Map Learning Log #1

Name: _____

Date: _____

Text	You
 <p>When you see a blue rectangle on our school map, what does it symbolize?</p> <p>A blue rectangle on our school map is the symbol for a _____.</p> <p>Draw our classroom from a "bird's eye view."</p>	 <p>What direction is your house from our school?</p> <p>My house is _____ from our school.</p> <p>Draw your house from a "bird's eye view."</p>



Adjective	Noun	Verb	Prepositional Phrase
 	  	   	 
Happy 😊	First graders	playing	in the playground
Kind 🧑🧑		helping	in the classroom
Smart 😊		reading	at the library
Hungry 🧑		eating	on the bus

First Graders Here There Chant
By Natalie Olague

First graders here, first graders there,
First graders, first graders everywhere.

 Bilingual first graders playing.

 Kind first graders helping.

 Smart first graders reading.

 And, hungry first graders eating.

First graders throughout the playground 

First graders in the classroom 

First graders at the library 

And, first graders on the bus 

First graders here, first graders there,
First graders, first graders everywhere.

First graders! First graders! First graders!



Araceli Reyes, 2nd grade teacher, East Elementary School, Zion, IL

I learned so much implementing GLAD® strategies in my classroom this school year! I learned that students are much more excited to learn when they are actively participating in the learning process and the GLAD® strategies are all about active student participation. I learned that it is more important to take things slow and support students' deep content understanding than to get through all the strategies. Less is more! All of my students showed gains in Fountas and Pinnell reading levels in both languages from fall to spring and I truly believe it was because they were so engaged in the GLAD® strategies I was using.





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1st Grade School Community Unit - Spanish Instruction

Continuing with the theme of school community, Spanish Language Arts standards were addressed using a Narrative Input Chart of the book *Lola en la biblioteca* (2008). Similar to the instruction in the English space, intentional “turn and talk” prompts and learning logs were used with the Narrative Input Chart. Then, a Lola aquí Lola allá chant was introduced and processed with Picture File Cards, sketching, gestures, and frequent recitation. The chant led to a Lola Sentence Patterning Chart (SPC) developed by the students, which provided a rich source of Spanish-language guided oral practice and vocabulary development. The SPC then became a scaffold for student sentence writing, addressing Spanish Language Arts standards. These images show artifacts of the strategies implemented in Spanish.



Mi predicción es _____.

Sustantivo	Adjetivo	Verbo	frase Preposicional
			¿Donde?
Lola	feliz	leyendo	en la biblioteca
Lola	cansada	caminando	junto a su madre
Lola	sedienta	bebiendo	al lado de la bebe
y Lola	tranquila	durmiendo	frente a la estanteria

Lola aquí Lola allá
por Natalie Olague

Lola aquí, Lola allá,
¡Lola, Lola, ra, ra, ra!

Lola feliz leyendo

Lola cansada caminando

Lola sedienta bebiendo

y Lola tranquila durmiendo

Lola en la biblioteca

Lola junto a su madre

Lola al lado de la bebe

y Lola frente a la estanteria

Lola aquí, Lola allá,
¡Lola, Lola, ra, ra, ra!

¡Lola! ¡Lola! ¡Lola!



Ana Lobato,
Maestra de
Kinder, East
Elementary
School, Zion, IL

Mi objetivo es que los estudiantes entren y salgan de mi salón de clases sintiéndose entusiasmados con lo que estamos aprendiendo ese día. Usar estrategias GLAD® en mi salón de clases me permitió lograr este objetivo. GLAD® proporciona a los maestros habilidades y estrategias para garantizar que nuestros estudiantes de idiomas puedan acceder y comprender el contenido, independientemente de su nivel de idioma. Todos mis estudiantes mostraron un gran progreso en los niveles de lectura de Fountas y Pinnell desde el otoño hasta la primavera y creo que la razón fue porque estaban muy emocionados de aprender con las estrategias GLAD®.

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The next step in our unit development will be to add intentional metalinguistic strategies to bring the two partner languages together. In keeping with Beeman and Urow's *The Bridge* (2013), the teacher could add a strip of paper next to any of the columns of the SPC (adjectives, noun, verbs, and prepositional phrases) in English focused on first-grader identities to encourage students to bridge key vocabulary to Spanish. Likewise, the Spanish teacher could use the SPC on Lola, the character in the shared reading, add a strip next to any of the columns (sustantivo con artículo, adjetivos, verbos, frases preposicionales) and interactively bridge that vocabulary to English. The next step will be to add other formal metalinguistic charts in both languages, per Teaching for Biliteracy (2013) process.

Grade Level Yearlong Project GLAD Unit Plans

Following the structure described above, units were developed for grades K-2 and are summarized in the following tables.

Table 2. East Elementary Kindergarten Project GLAD Units

Unit 1		Unit 2		Unit 3		Unit 4	
Spanish	English	Spanish	English	Spanish	English	Spanish	English
Back to School		Community Helpers		Animal Habitats		Seasons	
Input Charts: el salón el salón de música, el salón de arte, el gimnasio, el patio de recreo, el baño, la biblioteca, la enfermería	<i>Pete the Cat Rocking My School Shoes</i> Narrative Input	Input Charts: el bombero, el dentista, el doctor, el policía, la maestra	<i>Tito the Firefighter</i> Narrative Input (3rd Goal) Tito Here There Chant and SPC	Input Charts: el oso, el pulpo, la hormiga, el perrito de la pradera, el zorro ártico	<i>Inky the Octopus</i> Narrative Input Inky Here There Chant SPC	Input Charts: la primavera, el verano, el otoño, el invierno Meteorólogos aquí, meteorólogos allá Chant & SPC	<i>The Snowy Day</i> Narrative Input (3rd Goal) Peter Here There Chant & SPC
Estudiantes aquí, estudiantes allá Chant and SPC (3rd Goal)	Pete Here There Chant & SPC						

Conclusion

In conclusion, the Project GLAD® instructional framework clearly resonates with and fortifies effective DLBE curriculum and instruction as reflected in the unit development work undertaken at Zion Elementary School District 6. Looking ahead, the district's next steps include integrating the metalinguistic focus charts into the K-2 unit plans, thereby bolstering optimal practices for bilingual and biliteracy development. Furthermore, the expansion of Project GLAD® unit development for Grades 3-5 and the ongoing refinement of existing units remain pivotal for continued progress.

Table 3. East Elementary 1st Grade Project GLAD Units

Unit 1		Unit 2		Unit 3		Unit 4	
Spanish	English	Spanish	English	Spanish	English	Spanish	English
School Community		The Farm		Sound & Light		Objects in the Sky	
<i>Lola en la biblioteca</i> Narrative Input Lola aquí Lola allá chant & SPC	East Elementary School Map w/ Learning Logs First Graders Here There Chant & SPC (3rd Goal)	<i>La Gallinita Roja</i> Narrative Input Gallinita aquí, Gallinita allá Chant & SPC	Farm Map Cow Pictorial Animals Here There SPC	<i>¡Toca, Chavi, Toca!</i> Narrative Input (3rd goal) Chavi aquí, Chavi allá Chant & SPC <i>La Luz de Lucía</i> Narrative Input Chart Lucía aquí, Lucía allá Chant & SPC	Talking Drums Input Chart (3rd Goal) Sound Here There Chant & SPC Lighthouse Input Chart Light Here There Chant & SPC	<i>El Sol, la Luna y el agua</i> Narrative Input Chart (3rd Goal) Sol aquí, Sol allá Chant & SPC Luna aquí, Luna allá Chant & SPC	Sun Input Chart Sun Here There Chant & SPC Moon Input Chart Moon Here There Chant & SPC

Resources

- 2021 Canvass of Dual Language and Immersion (DLI) Programs in US Public Schools. americancouncils.org/research-assessment/studies-and-reports
- Beeman, K. & Urow, C. (2013). *Teaching for Biliteracy*. Philadelphia, PA: Caslon.
- Escamilla, K., Hopewell, S., Butvilovsky, S., Sparrow, W., Soltero-González, L, Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start*. Philadelphia, PA: Caslon.
- Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics.
- McQuinn, A. (2008). *Lola en la biblioteca (Lola Reads) (Spanish Edition)*. Watertown, MA: Charlesbridge Publishing.

Table 4. East Elementary 2nd Grade Project GLAD Units

Unit 1		Unit 2		Unit 3		Unit 4	
Spanish	English	Spanish	English	Spanish	English	Spanish	English
Community Helpers		Forces that Change the Earth		Let's Make a Change		Seed Dispersal	
<i>Querido Primo</i> Narrative Input (3rd Goal) Carlitos aquí Carlitos allá chant & SPC Charlie aquí Charlie allá chant & SPC	Zion Map Input Chart Firefighter, Custodian /Sanitation Worker Input Charts Citizens Here There Chant & SPC	<i>La montaña de fuego</i> Narrative Input Chart (3rd Goal) Dionisio aquí Dionisio allá Chant & SPC	<i>Volcano</i> Input Chart Geologists Here There Chant & SPC	<i>Lado a lado</i> Narrative Input Chart (3rd Goal) César Chavez aquí, César Chavez allá Dolores Huerta aquí, Dolores Huerta allá Chant and SPC	Timeline Input Chart Popay Input Chart (3rd Goal) Leaders Here There & SPC (3rd Goal)	La semilla que no quería crecer Narrative Input (3rd Goal) Semilla aquí, semilla allá	Seed Dispersal Input Chart Wind Dispersal Input Chart Seeds Here There & SPC

