

# Dual Language Update

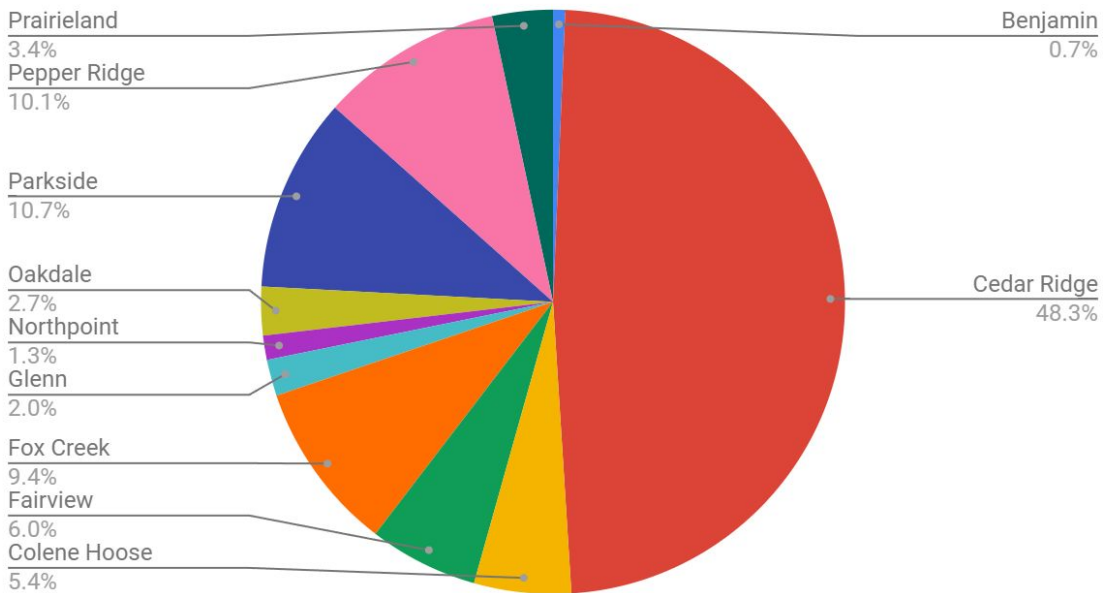


**September 17th, 2025**

# Cedar Ridge Elementary

- Current Dual Language Enrollment- 166
- About 50% of participants are Cedar Ridge Home School Students
- 2 self contained Dual Language Teachers at each grade K-5
- Bilingual LBS1 and Title 1 Staff
- 1 ESL teacher

Count of Home School



# Dual Language Goals

- Students will develop high level bilingualism and biliteracy in English and Spanish.
- Students will perform academically at or above grade level, commensurate with their monolingual English-proficient peers as measured by district assessments.
- Students will have ample opportunities to see themselves, their language, and their culture reflected within the curriculum.



# One Way Dual Language

- One Way means all participants are current English Learners whose families indicate they speak Spanish at home
- Includes Spanish and English Language Development time
- Specifically designed dual language curriculum consists of 6 paired literacy units
- 3rd-5th utilize a 2 teacher model

Spanish/English Instruction

K	80% Spanish 20% English
1	70% Spanish 30% English
2	60% Spanish 40% English
3	50% Spanish 50% English
4	50% Spanish 50% English
5	50% Spanish 50% English

# Paired Literacy

Spanish	English
<p><b>Idea grande de contenido:</b> Quiero que mis estudiantes entiendan que las superficies de la Tierra varían y pueden cambiar con el paso del tiempo por procesos naturales.</p> <ul style="list-style-type: none"> <li>I want my students to understand that the Earth's surfaces vary and can change over time due to natural processes.</li> </ul> <p><b>Las preguntas principales de contenido:</b></p> <ul style="list-style-type: none"> <li>¿Cómo cambian los procesos naturales a la tierra a lo largo del tiempo?</li> <li>¿Cuáles son los efectos de los cambios naturales que ocurren en la Tierra?</li> <li>¿Cómo reducen los humanos los efectos de los cambios naturales que ocurren en la Tierra?</li> </ul>	<p><b>Content Big Idea:</b> I want my students to understand that humans have made changes to the Earth over time.</p> <p><b>Content Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How have humans changed the Earth over time?</li> <li>What are the effects of the changes humans have made on the Earth?</li> <li>How do your individual choices contribute to changes to the Earth?</li> </ul>
<p><b>Idea grande de la lectoescritura:</b> Quiero que mis estudiantes entiendan que los autores apoyan sus puntos y opiniones con razones. (LI.2.6; LI.2.8)</p> <ul style="list-style-type: none"> <li>I want my students to understand that authors support their points and opinions with reasons. (LI.2.6, LI.2.8)</li> </ul> <p><b>Las preguntas principales de la lectoescritura:</b></p> <ul style="list-style-type: none"> <li>¿Cómo desarrollan los escritores razones para apoyar una opinión o un punto?</li> <li>¿Cómo puede un orador o escritor comunicarse sobre una hipótesis?</li> <li>¿Por qué es importante que un autor determine el propósito de cada texto que escribe?</li> </ul>	<p><b>Big idea for Literacy:</b> I want my students to understand that informational texts include various text features in order for readers to efficiently locate information. (RI.2.5)</p> <p><b>Literacy Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do text features help the readers understand information presented in a text?</li> <li>How do writers choose which text features to use to present information?</li> </ul>

# What's the difference?

## Transitional Bilingual Program

- Goal is English proficiency
- Standards and curriculum are the same, but in Spanish or English based on a language plan
- Assesses against a monolingual standard
- Uses traditional teaching strategies
- May over identify students for intervention/special education with monolingual comparisons

## One Way Dual Language

- Goal is bilingualism and biliteracy
- Standards are the same and the curriculum includes Spanish and English language objectives
- Evaluates using a bilingual trajectory
- Uses paired literacy and oracy strategies
- Centers sociocultural competence with bilingualism and biliteracy and high academic achievement



# What does the research say?

- One Way Dual Language programs can close the achievement gap for English Learners.
- Participants in One Way Dual Language programs have better long term educational outcomes.
  - Achieving English proficiency
  - Overall academic achievement
- One Way Dual Language programs validate bilingualism and biliteracy

[Thomas and Collier Study](#)



## Next Steps:

- Dual Language Trajectory data collection and analysis is ongoing
- Report card translation and updates to include Spanish Language Arts
- Continued partnership with Adelante Educational Specialists
- 2026-2027 - 4th grade full implementation
- 2027-2028 - 5th grade full implementation



# A Parent and Student Perspective

