Elgin ISD

DUAL LANGUAGE

Program Guide

Programa de lenguaje unidireccional y bidireccional



2026-27 Dual Language Program Guide

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Elgin ISD Bilingual / ESL Programs Department

Vision

The Elgin ISD vision for the education of Emergent Bilingual students in the Dual Language Immersion Program is to provide a learning environment conducive to high levels of academics, bilingualism,biliteracy and biculturalism in Pre-Kindergarten - 5th grades.

Mission

The mission of the Bilingual/ESL Department is to build staff instructional capacity focused on essential practices that empower emergent bilingual students to excel academically while developing bilingualism, biliteracy, and biculturalism.

Goals of Dual Language

The Elgin ISD Dual Language immersion program is based on the three pillars of Dual Language bilingual education.

Pillar	Description
Pillar One: Bilingualism and Biliteracy	Bilingualism and biliteracy are the first goals in dual language. Because students are learning content via two languages, they must be able to listen, speak, read, and write in both program languages. This goes beyond what a student might achieve in a traditional foreign language course. Students in dual language programs have a loftier goal – bilingualism AND biliteracy.
Pillar Two: High Academic Achievement	The second goal of dual language programs is to ensure high academic achievement for each student in both program languages. This is extremely important because students in dual language programs must excel in mathematics, science, social studies, language arts, physical education, music, and art, in both languages of instruction. When we also offer *special* classes (music, art, PE), interventions, and special education support in both languages, we truly follow best practice.
Pillar Three: Sociocultural Competence	Sociocultural competence is often the forgotten pillar of dual language. But, it is the one goal that the other two pillars rest on. Students in dual language programs should be able to see the similarities and differences in each other, but rather than identifying the differences as obstacles to overcome, they should be viewed as opportunities to connect. Sociocultural competence is about equity and social justice

EISD Dual Language Immersion Programs

One-Way Dual Language Immersion Program

Booker T. Washington Elementary
Elgin Elementary
Harvest Ridge Elementary
Trinity Ranch Elementary
Neidig Elementary

Two-Way Language Immersion Program

Neidig Elementary

Dual Language Immersion Programs

One Way Dual Language Classroom

§89.1210. Program Content and Design. (c) (3)

Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as Emergent Bilinguals are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC §29.061.

Two-Way Dual Language Classrooms

§89.1210. Program Content and Design. (c) (4)

Dual language immersion/two-way is a bilingual/biliteracy program model in which students identified as Emergent Bilinguals are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Eligibility and Enrollment

Upon initial student enrollment throughout the year, the LPAC reviews the home language survey for all incoming students to identify students who need language assessments, convene initial LPAC meetings, review assessment results and relevant data, determine EB qualification, and recommend program participation and coordinated services.

Primary LPAC Responsibilities

- Identification of emergent bilingual students
- Assessment and documentation review
- Placement and program recommendations
- Instructional methodologies, interventions, and ELPS implementation
- Instructional linguistic accommodations and assessment decisions
- Coordination with other committees and services
- Parental approval, annual review, and monitoring

Benefits of Dual Language Immersion Program

Dual language immersion programs provide students with an enriched education that is beyond traditional schooling, a differentiated challenging and engaging experience that supports the goals of dual language education: developing bilingualism and biliteracy development in partner language and English, high academic achievement in all content areas in both languages and increased multiculturalism and high levels of sociocultural competence. DLI programs build on a student's first language, no matter what the language, to develop deep academic language, content knowledge and skills and enhanced cognitive development. The research on the benefits of programs is compelling and deep. Overwhelming evidence shows that DLI programs are the only instructional programs that close the academic achievement gap between emergent bilingual students and non-emergent bilingual students.

Students participating in DLI programs have:

- increased academic achievement in reading, writing, mathematics, and science test scores,
- increased self-regulation, emotional control, flexibility in thinking, impulse control, planning skills, and self-monitoring skills,
- increased engagement in higher-level learning as they progress through the school system and beyond,
- linguistic and academic proficiency in more than one language,
- increased graduation rates,
- a stronger sense of identity and self-esteem, and
- increased parent involvement and satisfaction

Spanish 1 Credit

Any student who completes a dual language immersion program and meets the requirements set forth by Chapter 74 of the TEC has the opportunity to earn a Spanish I credit for High School Graduation. Students must meet the requirements below. The Bilingual Department works with Technology to identify the students meeting the requirements and then proceeds to assess students' language proficiency in both English and Spanish.

> (F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.
>
> (i) To successfully complete a dual language immersion program, a student must:
>
> (I) have participated in a dual language immersion program for at least five consecutive school years;
>
> (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas Assessments of Academic Readiness (STAARÂ®) in English or Spanish, as applicable, in at least one grade level; and
>
> (III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.
>
> (ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program

Texas Seal of Biliteracy Acknowledgement

Elgin Independent School District recognizes scholars who attain full bilingualism and biliteracy and reach academic achievement by awarding the Texas state-approved Seal of Biliteracy to scholars who meet the criteria. At the time of high school graduation, Elgin High School students are presented a Seal of Biliteracy Medallion that indicates their exceptional level of achievement in languages and in academic achievement by meeting specified criteria set by the State of Texas.

The Texas Seal of Biliteracy was approved by the 2014 legislature under Texas House Bill 5 (HB5). The Elgin ISD Bilingual/ESL/Dual Language Department, in collaboration with Elgin High School Administrators and the Elgin ISD Technology Department, have annually identified students who meet specific criteria. These students receive a certificate with the Seal of Biliteracy in addition to the high school diploma. The following criteria stated in HB5 describes the conditions that Elgin HS scholars must achieve for the purpose of earning performance acknowledgement and awarding of the Biliteracy Seal:

§74.14. Performance Acknowledgments.

(a) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:

(1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or

(2) an associate degree while in high school.

(b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.

(1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

(A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and

(B) satisfying one of the following:

(i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or

(iv) demonstrated proficiency in one or more languages other than English through one of the following methods:

(I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or

(II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or

(III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

(2) In addition to meeting the requirements of paragraph

(1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

(A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and

(B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

Dual Language Framework

1-Way Dual Language

		Grades K-2			Grades 3rd -5th		
	PreK	Kinder	1st	2nd	3rd	4th	5th
ELAR/ ELD	ELAR/ ELD 30 min Apple Tree	ELAR/ELD 55 min HMH Foundational Literacy	ELAR/ELD 60 min HMH Foundational Literacy	ELAR/ELD 50 min HMH Foundational Literacy	ELAR/ELD 50 Min	ELAR/ELD 50 Min	ELAR/ELD 50 Min
Math	Matemáticas 70 min	Matemáticas 70 min	Matemáticas (LOI)45 min (Bridge) 30 min	Math (LOI) 45 Min (Bridge) 30 min	Math 90 Minutes	Math 90 Minutes	Math 90 Minutes
Science	Ciencias 50 min	Ciencias 40 min	Ciencias 40 min	Ciencias (LOI) 25 min Bridge 20 min	Science (LOI) 25 min (Bridge) 25 min	Science (LOI) 25 min (Bridge) 25 min	Science (LOI) 25 min (Bridge) 25 min
Intervention	Intervention 45 min	Intervention 45 min	Intervention 45 min	Intervention 45 min	Intervention 45 minutes	Intervention 45 minutes	Intervention 45 minutes
Social Studies	Estudios Sociales 45 min	Estudios Sociales 45 min	Estudios Sociales 40 min	Estudios Sociales 40 min	Estudios Sociales 30 min	Estudios Sociales 30 min	Estudios Sociales 30 min
SLAR	SLAR 75 min	SLAR 70 min	SLAR 65 min	SLAR 70 min	SLAR 60 Minutes	SLAR 60 Minutes	SLAR 60 Minutes
Total Instructional Minutes	90% / 10% 325	80% / 20% 325	70% / 30% 325	60% / 40% 325	50% / 50% 325	50% / 50% 325	50% / 50% 325
Specials	Specials 55 min						
SEL/CKH	SEL / CKH 15 min						
Recess / Lunch	Lunch 30 Min						
	Recess 30 Min						
Total	455 Minutes						

Dual Language 2-Way

		Grades K-2			Grades 3rd -5th		
	PreK	Kinder	1st	2nd	3rd	4th	5th
ELAR/ ELD	ELAR/ELD 30 min AppleTree	ELAR/ELD 55 min HMH Foundational Literacy	ELAR/ELD 60 min HMH Foundational Literacy	ELAR/ELD 50 Min	ELAR/ELD 50 Min	ELAR/ELD 50 Min	ELAR/ELD 50 Min
Math	Matemáticas 70 min	Matemáticas 70 min	Matemáticas (LOI)45 min (Bridge) 30 min	Math 90 Minutes	Math 90 Minutes	Math 90 Minutes	Math 90 Minutes
Science	Ciencias 50 min	Ciencias 40 min	Ciencias 40 min	Science 25 min 25 min	Science 25 min 25 min	Science 25 min 25 min	Science 25 min 25 min
Intervention	Intervention 45 min	Intervention 45 min	Intervention 45 min	Intervention 20 Minutes 25 minutes	Intervention 20 Minutes 25 minutes	Intervention 20 Minutes 25 minutes	Intervention 20 Minutes 25 minutes
Social Studies	Estudios Sociales 45 min	Estudios Sociales 45 min	Estudios Sociales 40 min	Estudios Sociales 30 min	Estudios Sociales 30 min	Estudios Sociales 30 min	Estudios Sociales 30 min
SLAR	SLAR 75 min	SLAR 70 min	SLAR 65 min	SLAR 60 Minutes	SLAR 60 Minutes	SLAR 60 Minutes	SLAR 60 Minutes
Total Instructional Minutes	90%/10% 325	80%/20% 325	70%/30% 325	50%/50% 325	50%/50% 325	50%/50% 325	50%/50% 325
Specials	Specials 55 min						
SEL/CKH	SEL / CKH 15 min						
Recess / Lunch	Lunch 30 Min						
	Recess 30 Min						
Total	455 Minutes						

Instructional Minutes Guidelines

Implementation Note

The instructional minutes tables define protected instructional time by model and grade level. Campuses should use these minutes to build master schedules that protect Language of Instruction (LOI), literacy development, content instruction, intervention, specials, lunch, recess, and SEL/CKH.

One-Way Dual Language: Instructional Minutes Summary

Grade Band	Spanish Literacy / SLAR	English / ELAR / ELD	Math	Science	Social Studies	Notes
PreK-2	Spanish literacy foundation through SLAR and Social Studies integration	ELD / ELAR Component	Varies by grade and guide label	Ciencias / Science with explicit bridging expectations		Protect Spanish literacy foundation while building English development.
3-5	SLAR and Social Studies continue with adjusted minutes	ELAR increases by grade level	Math generally taught in English in upper grades	Science generally taught in English in upper grades		Maintain biliteracy while increasing academic English.

Two-Way Dual Language: Instructional Minutes Summary

Grade Band	Spanish Literacy / SLAR	English / ELAR	Math	Science	Social Studies	Notes
2-5	SLAR continues with adjusted minutes	ELAR increases by grade level	Math by guide allocation	Science by guide allocation		Requires clear separation of LOI and planned bridging.

* PreK through 1st grade are One-way and 2nd through 5th are Two-way

Teacher Instructional Expectations

Instructional Expectation	Implementation Guidance
Content and Language Objectives	Objectives are posted, student-friendly, and aligned to instruction.
LOI Fidelity	The Language of Instruction is followed with fidelity during View.
Oracy	Oracy is taught throughout the lesson in all subjects with vocabulary scaffolds.
Gradual Release	Lessons follow I Do, We Do, You Do with a Partner, You Do on Your Own.
Small Group Instruction	Guided Reading and Guided Math are based on data and flexible grouping.
Writing Across Content	Writing instruction and conferences occur across content areas.
Interactive Notebooks	Used for SLAR, Math, and Science.
Biliteracy Centers / Stations	Centers are hands-on and aligned to students' independent levels.
Explicit Vocabulary	Cognates, false cognates, and Tier 1, 2, and 3 vocabulary are taught across content areas.
Word Walls	Word walls are used throughout lessons.
Metalinguistic Awareness	Teachers provide explicit instruction on language connections.
Bridge at the End of the Unit	End-of-Unit Bridging is planned and results in visible student evidence.

Bridging Expectations and Non-Negotiables

Subject / Block	Daily Bridging	End-of-Unit Bridging	What to Bridge	Examples
SLAR / Social Studies	Yes, when key words or concepts transfer.	Yes.	Cognates, social studies concepts, literacy language, text structures.	comunidad/community, evidencia/evidence, causa/cause
ELAR	Yes, especially vocabulary and language structures.	Yes.	Academic English connected to Spanish cognates, phonics patterns, oral language.	information/informacion, evidence/evidencia
Science	Yes.	Yes.	Content vocabulary, processes, concepts, diagrams, observations.	clima/weather, energia/energy, ciclo/cycle
Math	Yes, especially academic vocabulary.	Yes.	Math terms, problem-solving language, cognates, symbols, representations.	multiplication/multiplicacion, fraction/fraccion
Intervention	Sometimes.	As needed.	Bridge only if it directly supports the intervention target.	A reading group connects a Spanish cognate to an English academic word.
Specials / Lunch / Recess / CKH	No formal bridge required.	No formal bridge required.	Language may be reinforced naturally, but formal bridging is not required.	Teacher may reinforce social language naturally.

Non-Negotiables

- Daily Bridging must be planned, not improvised.

- End-of-Unit Bridging must occur at the conclusion of units or major concept clusters.
- Bridging must not replace content instruction.
- Bridging must not become simultaneous translation.
- **The View stage must protect the Language of Instruction.**
- Daily Bridging should be short and focused.
- End-of-Unit Bridging should be deeper and result in visible student evidence.
- The third linguistic space must be used by students, not just displayed.
- Teachers should use existing English Word Walls, Spanish Word Walls, subject-specific word banks, cognates, false cognates, and anchor charts to support bridging.
- When wall space is limited, teachers may annotate existing word walls or word banks by underlining cognates, color-coding vocabulary, or grouping related words.

Implementation of Non-Negotiables

Purpose

This snapshot summarizes the daily non-negotiables for dual language implementation. It is designed for teacher clarity, PLC planning, coaching conversations, and campus walkthroughs.

1. LOI Fidelity Teach main content in the assigned Language of Instruction. Avoid random language switching.	**2. PVR Flow** Preview = Partner Language View = LOI Review = Partner Language	**3. Daily Bridging** 3-8 minutes during Review. Connect vocabulary, concepts, cognates, or language structures.
4. End-of-Unit Bridging 30-45 minutes at unit conclusion. Students compare, apply, and produce evidence.	**5. Vocabulary Supports** Use English Word Walls, Spanish Word Walls, word banks, cognates, and anchor charts intentionally.	**6. Third Linguistic Space** Students use this space to see, discuss, and explain connections across languages.

Instructional Move	What It IS	What It Is NOT
LOI Fidelity	Protected content instruction	Constant translation
PVR	Structured lesson flow	Random language switching
Daily Bridging	Quick language connection	A second lesson
End-of-Unit Bridging	Deeper unit-level transfer	Optional or skipped
Word Walls / Word Banks	Student-used supports	Decoration only

Teacher Quick Rule

Teach in the LOI. Support through the partner language. Bridge intentionally. Keep the third linguistic space active.

DECISION-MAKING & INSTRUCTIONAL SUPPORT

Implementation Guidance

This decision guide helps teachers, coaches, and campus leaders make consistent instructional decisions during real classroom situations. It clarifies when to bridge, when to protect the Language of Instruction, and how to respond when time, student confusion, or implementation challenges occur.

Decision 1: Should I Bridge? Bridge when students need to connect vocabulary, concepts, cognates, false cognates, or language structures across languages.	**Decision 2: Should I Translate?** Do not translate the whole lesson. Protect the LOI and use Review for intentional language connections.
Decision 3: What If Time Runs Out? Finish essential content first. Plan a brief Review connection or revisit the bridge in the next lesson.	**Decision 4: What Evidence Should I See?** Students should speak, write, sort, explain, reference vocabulary supports, or add evidence to notebooks/charts.

Situation	Decision	What the Teacher Should Do
New concept introduced	Do not stop for a full bridge yet	Teach the concept clearly in the LOI first.
Key vocabulary transfers across languages	Brief Daily Bridging is appropriate	Use Review to connect vocabulary or cognates.
Students are confused	Clarify within the LOI first	Use visuals, modeling, gestures, examples, or sentence stems.
Students need academic language support	Use scaffolds	Provide sentence stems, partner talk, and vocabulary supports.
End of unit	End-of-Unit Bridging is expected	Plan a structured 30-45 minute lesson with student evidence.

Simple Rule

Teach content in the LOI first. Bridge after students have something meaningful to connect.

Implementation Decision Guide: *Common Challenges*

If This Happens...	Avoid This	Do This Instead
Teacher is running out of time	Skipping content or rushing into translation	Finish the essential content and plan a short Review connection.
Students do not respond	Translating everything for them	Use visuals, sentence stems, partner talk, and wait time.
Students mix languages randomly	Allowing uncontrolled language switching	Restate the LOI expectation and structure partner-language use during Review.
Word walls are posted but unused	Treating displays as decoration	Ask students to use word walls, word banks, or anchor charts during oral/written responses.
Bridging becomes too long	Turning Daily Bridging into a second lesson	Keep Daily Bridging to 3-8 minutes and save deeper work for End-of-Unit Bridging.
End-of-Unit Bridging is skipped	Assuming Daily Bridging is enough	Schedule a unit-level bridge with vocabulary comparison and student evidence.

Quality Check

Strong implementation is visible when students use language intentionally, reference vocabulary supports, explain connections, and produce evidence of learning. Weak implementation is visible when the teacher translates everything, students do not talk, or classroom language supports are not used.

Implementation Level	What It Looks Like
Strong	LOI is protected, PVR is clear, Daily Bridging is brief, End-of-Unit Bridging produces evidence, and students use vocabulary supports.

Developing	Some components are present, but bridging, vocabulary supports, or student language production are inconsistent.
Needs Support	Instruction relies on translation, LOI is unclear, word walls are unused, or students are not producing language.

Principal / Coach Question

What evidence shows that students are using both languages intentionally to deepen content learning?

Guidance: PVR, Daily Bridging, and Language Use

Stage	Language	Purpose	Teacher Action
Preview	Partner Language	Activate background knowledge and introduce key vocabulary.	Use visuals, realia, gestures, oral language, and brief vocabulary preview.
View	Language of Instruction (LOI)	Teach the main content.	Protect the LOI. Avoid constant translation.
Review / Daily Bridge	Partner Language	Reinforce learning and connect languages.	Compare vocabulary, concepts, cognates, false cognates, or language structures.

If the LOI is...	Preview Language	View Language	Review / Daily Bridge Language
Spanish	English	Spanish	English
English	Spanish	English	Spanish

Simple Teacher Rule

Do not think of PVR as English first or Spanish first. Think of it as Partner Language -> LOI -> Partner Language. The Language of Instruction determines the partner language used during Preview and Review.

Example: PVR & Daily Bridging - 1st Grade Science

PVR Stage	Language	Teacher Action	Student Action	Time
Preview	English	Show weather pictures. Ask: What do you know about weather? Introduce: weather, sunny, rainy.	Students name what they know using pictures, gestures, and partner talk.	5 minutes
View	Spanish LOI	Teach the lesson in Spanish: Hoy vamos a aprender sobre el clima. Use visuals and observations.	Students observe, discuss, draw, and describe using Spanish vocabulary: clima, soleado, lluvioso.	25-35 minutes
Review / Daily Bridge	English	Connect vocabulary: clima means weather; soleado means sunny; lluvioso means rainy.	Students explain one connection: Soleado means sunny because the sun is out.	5 minutes
Third Linguistic Space	Third Linguistic Space	Highlight or annotate vocabulary connections using word walls, word banks, or anchor charts.	Students use the visible vocabulary support during oral response or	Used during Review

			science journal reflection.	

Example: End-of-Unit Bridging - 1st Grade Science Unit

Phase	Language	Teacher Action	Student Action	Time
1. Activate Unit Learning	English	Display weather pictures used throughout the unit. Ask: What did we learn about weather?	Students recall sunny, rainy, cloudy, wind, temperature, and observations.	5-7 minutes
2. Review Key Content	Spanish	Review the science concepts taught in Spanish: clima, soleado, lluvioso, nublado, viento.	Students explain weather observations in Spanish using visuals and sentence stems.	10-12 minutes
3. Cross-Language Bridge	Both Languages	Guide students in matching and discussing Spanish and English terms: clima/weather, soleado/sunny, lluvioso/rainy, nublado/cloudy, viento/wind.	Students organize vocabulary and concepts across languages using word walls, word banks, anchor charts, or notebooks.	15-18 minutes
4. Apply Biliteracy Learning	Flexible	Model a sentence pair: El clima esta soleado. / The weather is sunny.	Students draw a weather picture and label or explain it using both languages as appropriate.	10-12 minutes
5. Update Third Linguistic Space	Third Linguistic Space	Update word walls, word banks, or anchor charts with key vocabulary and student examples.	Students choose one word or concept connection to explain to a partner.	3-5 minutes

Bridging

Bridging Is Not a Separate Subject

Bridging is an instructional routine embedded inside existing content blocks. Teachers do not create a separate daily subject called 'Bridge.' Instead, they plan short Daily Bridging moments during Review and deeper End-of-Unit Bridging lessons when a unit concludes.

Type	Frequency	Time	Purpose	Expected Product
Daily Bridging	Daily or several times per week during	3-8 minutes	Connect key vocabulary, concepts, cognates, false cognates, or	Quick oral response, vocabulary connection, word wall annotation,

	selected content lessons		sentence structures during Review.	anchor chart reference, or exit response
End-of-Unit Bridging	At the conclusion of a unit or major concept cluster	30-45 minutes	Deepen biliteracy through comparison, categorization, application, and metalinguistic awareness.	Vocabulary sort, written response, oral presentation, interactive notebook entry, anchor chart, or student-created example

Daily Bridging Time Allocation

Daily Lesson Component	Approximate Time	What Happens	Language
Preview	3-7 minutes	Activate prior knowledge and introduce key vocabulary.	Partner Language
View	20-40 minutes	Teach content with visuals, manipulatives, modeling, guided practice, oracy, and student work.	LOI
Review / Daily Bridge	3-8 minutes	Connect vocabulary or concepts across languages.	Partner Language
Small Group / Centers	Varies by block	Teacher-led small group and aligned stations.	LOI or targeted language depending on purpose

Why the Daily Bridging Table Looks Like a Lesson Structure

The Daily Bridging table follows the PVR lesson flow because Daily Bridging happens inside a regular lesson. Teachers first Preview in the partner language, then View the content in the Language of Instruction, and finally Review in the partner language. The Review is where the brief Daily Bridge may occur.

Daily Bridging is short because students are connecting the specific vocabulary or concept from that day's lesson. It should not turn into a second lesson, a translation of the whole lesson, or a separate block.

In simple terms:
- Daily Bridging = quick connection at the end of a lesson
- It stays inside the content block
- It supports the lesson that was just taught

End-of-Unit Bridging Time Allocation

End-of-Unit Phase	Approximate Time	Purpose	Language Use	Student Evidence

1. Activate Unit Learning	5-10 minutes	Students recall what they learned in the unit.	Partner language or teacher-selected language	Students name concepts, vocabulary, visuals, or prior tasks.
2. Review Key Content	10-15 minutes	Teacher revisits the most important unit concepts.	Original LOI used for the unit content	Students explain the concept using academic vocabulary.
3. Cross-Language Bridge	15-20 minutes	Students compare vocabulary, cognates, false cognates, concepts, and language structures.	Both languages, intentionally structured	Students complete a vocabulary sort, partner explanation, anchor chart connection, or notebook entry.
4. Apply Biliteracy Learning	10-15 minutes	Students demonstrate understanding across languages.	Flexible, based on task	Students write, draw, present, explain, or create a student product.
5. Update Third Linguistic Space	3-5 minutes	Classroom language supports are updated with evidence from the unit bridge.	Third linguistic space	Students add words, examples, sentence stems, or anchor chart notes.

Why Daily Bridging and End-of-Unit Bridging Look Different

Daily Bridging and End-of-Unit Bridging are intentionally structured differently because they serve different instructional purposes.

Daily Bridging occurs within the Review phase of a lesson. It is short and focused, allowing students to make quick connections between languages after learning new content. It does not replace instruction and does not require additional time beyond the lesson.

End-of-Unit Bridging occurs after students have completed a unit of study. It is a longer, planned instructional experience where students revisit, compare, and apply learning across both languages. Because students are working with multiple concepts and vocabulary from the entire unit, additional time and structure are required.

In simple terms:
- Daily Bridging = quick connection at the end of a lesson
- End-of-Unit Bridging = deeper comparison and application after a unit

Teachers should not replace daily instruction with End-of-Unit Bridging. Both forms of bridging are necessary: Daily Bridging builds consistency, while End-of-Unit Bridging builds depth.

Classroom Environment

The dual language environment is prepared to facilitate learning in two languages. It is designed to foster learning in each content area, facilitate learning between students, promote biliteracy, and encourage cross-cultural relationships.

Classroom Environment Component	Expectation
Key Vocabulary, Metalanguage, and Unit Anchor Charts	Posted on bulletin boards by subject and in the Language of Instruction.
Color-Coded Word Wall	Words are posted consistently so students can interact with the vocabulary they need to learn. Students may add other words as they learn them.
Color-Coded Classroom Labels	Classroom labels are color-coded in green and blue.
Color-Coded Printed Language	English = Blue; Spanish = Green.
Classroom Library	Spanish and English books are available.
Three Linguistic Spaces	English area for subjects taught in English as the LOI, Spanish area for subjects taught in Spanish as the LOI, and the third linguistic space for the Bridge.

Guidance: Word Walls, Word Banks, and the Third Linguistic Space

Clarifying Existing Classroom Supports

English Word Walls, Spanish Word Walls, subject-specific word banks, cognates, false cognates, anchor charts, and the

third linguistic space work together to support vocabulary development and bridging. These tools should not be replaced with new terminology. Instead, teachers should use them intentionally during Daily Bridging and End-of-Unit Bridging.

Classroom Support	Purpose	Used During Daily Bridging	Used During End-of-Unit Bridging
English Word Wall	Supports vocabulary development within English instruction.	Reference English vocabulary during Review when English is the partner language.	Compare English vocabulary to Spanish vocabulary from the unit.
Spanish Word Wall	Supports vocabulary development within Spanish instruction.	Reference Spanish vocabulary during Review when Spanish is the partner language.	Compare Spanish vocabulary to English vocabulary from the unit.
Subject-Specific Word Banks	Support academic vocabulary by content area.	Use key words from the lesson to support oral responses.	Organize vocabulary by concept, unit, or content connection.
Cognates / False Cognates	Develop metalinguistic awareness.	Underline, highlight, or briefly discuss cognates when they appear.	Sort and compare cognates and false cognates across the unit.
Color-Coded Anchor Charts	Support content and language understanding.	Reference during Review discussions.	Create or revise charts comparing concepts across languages.
Student Work	Makes learning visible.	Students share examples orally or in quick written responses.	Students add written or visual evidence of unit learning.
Third Linguistic Space	Supports connections between languages.	Used to point out or discuss cross-language connections.	Updated with vocabulary, anchor charts, student examples, or unit evidence.

When Wall Space Is Limited

Teachers may annotate existing English Word Walls, Spanish Word Walls, or subject-specific word banks instead of creating additional displays. For example, teachers may underline cognates, use **color-coding**, add small labels, or group related words. The key expectation is that students can see, discuss, and explain connections across languages.

Campus Leader Implementation

Purpose

This page helps principals and instructional leaders monitor implementation consistently across classrooms. It connects the program guide to weekly walkthroughs, coaching, PLCs, and campus master schedule decisions.

Leadership Area	What to Look For	Leadership Action
Instructional Minutes	Protected literacy, content, intervention, specials, lunch, recess, and SEL/CKH blocks.	Review master schedules and protect instructional time.
LOI Fidelity	Teacher maintains the assigned Language of Instruction during View.	Coach against random translation or language switching.
PVR	Preview, View, and Review are visible in lesson delivery.	Ask teachers to identify the LOI and partner language during planning.
Daily Bridging	Brief planned connections occur during Review when appropriate.	Look for vocabulary, cognates, anchor charts, and student talk.
End-of-Unit Bridging	Students compare and apply unit learning across languages.	Ask for student evidence: writing, notebooks, vocabulary sorts, anchor charts.
Third Linguistic Space	Students use word walls, word banks, anchor charts, and visible vocabulary supports.	Ensure displays are used instructionally, not just posted.

If You See...	Then Coach Toward...
Teacher translating the whole lesson	Protecting LOI and using Review for intentional bridging
Word walls posted but unused	Students referencing word walls during speaking, reading, or writing
No student language production	Oracy routines, partner talk, and sentence stems
Bridging skipped	Daily Review connection and planned End-of-Unit Bridging
Third linguistic space is decorative	Student-created evidence and active language comparison

Principal Quick Rule

If students are not using language intentionally during instruction, the model is not being implemented with full fidelity.

Assessment and Accountability

Ultimately, assessments for emergent bilingual students should be in the language that allows the student to best communicate content and knowledge learned. For the purpose of monitoring biliteracy development, we assess students in English and Spanish for Reading ONLY. Math, Science, and Social Studies language of assessment is determined by the LPAC committee, which includes the student's teacher. The LPAC committee plays a critical role in determining the level and type of linguistic support for local and state assessments across all content areas.

The TELPAS state assessment measures emergent bilingual students' English language development in listening, speaking, reading, and writing. This assessment is also used to inform instructional decisions throughout the following year. TELPAS is administered every spring for emergent bilingual students in grades K-12.

Program Evaluation

The evaluation of the dual language program includes progress monitoring of program implementation through classroom observations and student performance data analysis. The program success criteria is based on the TEA Effective Dual Language Framework.

Staffing and Professional Development

Certified Bilingual/ESL teachers are necessary to adequately meet the needs of students at the elementary level. Bilingual-certified staff members must serve students in grades PK through fifth who are counted for funding in the Elgin ISD Bilingual Education Program.

Classroom Type	Teacher Certifications
Self-contained	Certified in bilingual education as well as content/grade level.
Paired Teaching	Both certified in bilingual education as well as content/grade level; or English-side teacher ESL certified and partner-language teacher bilingual certified.

Required Professional Development

District professional development for Dual Language and ESL teachers is offered during the summer, Wildcat Academy, and throughout the year. Training requirements are communicated with campus principals and teachers through the BIL PD/Event Calendar.

Family and Community Engagement

The Elgin ISD bilingual / ESL department offers family and community engagement sessions throughout the year. The types of events included are: parent/student social-emotional support, adult ESL classes, parent informational sessions, and other events planned with the help of the Elgin community. Family and community events will be on the BIL PD/Event Calendar.

The bilingual/ESL department also provides parents with a list of community resources. It is recommended that parents contact these organizations to inquire about specific support options based on their needs.

Summer School for Incoming K-1st Grade Emergent Bilingual Students

Through the month of June, the bilingual program will offer an optional summer school program for emergent bilingual students entering Kindergarten and First grade of the next school year. Instruction focuses on English language development and essential knowledge and skills at the students' English proficiency level. The bilingual department will share summer school information with schools and families of emergent bilingual students who qualify throughout the district.

Campus Staff

PreK-2nd Grades				
Campus	**PreK**	**Kinder**	**1st**	**2nd**
Booker T. Washington EL (BTW)	Catherine Vaquera Olivo Rios	Jenna Rice Paola Serrano	Rosguely Quinones Girona Briceida Varela	Ana Fencl Daniel Cansino
Elgin EL (EES)	Cynthia Nix	Anabel Rios	Jenny Rodriguez	
Neidig EL (NES)	Jennifer Percastegui Lucia Chalico-Razo		Margarita Almazan Ricardo Siller	
Harvest Ridge EL (HRE)	Destiny Villegas	Brittney Rodriguez	Yaquelin Laguna Alma Vences Vega	Giovanna Carbajal
Trinity Ranch EL (TRE)	Aida Perez (ECSE) Alba Quiroz Martha Salas-Vital	Velma Aleman Yvonne Torres	Luz Echartea Daisy Hernandez	Carla Arellano Rosa Martinez

3rd - 5th Grades			
Campus	**3rd**	**4th**	**5th**
Booker T. Washington EL (BTW)	**Elizabeth Garcia Rios** **Oliva Garcia Flores**	**Michelle Gonzales** **Monica Melo**	**Jazmina Sandoval** **Marisel Lopez**
Elgin EL (EES)		**Brandi Lujano**	
Neidig EL (NES)		**Jennifer Anders - ESL** **Emily Conrad**	**Carolina Landry** **Hazel Humphries- ESL**
Harvest Ridge EL (HRE)	**Shannon Hernandez** **Karla Martinez**	**Monica Martinez**	
Trinity Ranch EL (TRE)		**Elizabeth Valle** **Angela Harris**	**Christian Nuncio** **Christopher Sorrels**

Implementation Note
Campus staff lists should be reviewed and updated annually before publishing the final district version of the guide.

District Instructional Leadership Team

Role	Name / Contact
Director of Bilingual / ESL Programs	Dra. Elisa Clark
Bil / ESL Instructional Coach Elementary	Aurora Infante
Bil / ESL Elementary Coordinator	Dr. Carlos Ordonez
Bil / ESL Secondary Coordinator	Vacant
Bil / ESL Instructional Coach Secondary	Vacant

Appendix A: Teacher Planning Templates

Daily Bridging Planning Template

Planning Field	Teacher Response
Grade / Subject	
Lesson Topic	
Language of Instruction (LOI)	
Partner Language	
Content Objective	
Language Objective	
Key Vocabulary in LOI	
Partner Language Connections	
Cognates / False Cognates	
Sentence Stem for Daily Bridge	

Word Wall / Word Bank / Anchor Chart Support	
Third Linguistic Space Connection	
Student Evidence	

Daily PVR + Bridge Planner

Stage	Language	Teacher Plans	Student Evidence	Approx. Time
Preview	Partner Language			3-7 min
View	LOI			20-40 min
Review / Daily Bridge	Partner Language			3-8 min
Third Linguistic Space	Third Linguistic Space			During Review

End-of-Unit Bridging Planning Template

Planning Field	Teacher Response
Unit / Content Area	
Grade Level	
Original Language(s) of Instruction	
Major Unit Concepts	
Key Vocabulary in Spanish	
Key Vocabulary in English	
Cognates	
False Cognates	
Language Structures to Compare	
Student Product	
Word Wall / Word Bank / Anchor Chart Updates	
Third Linguistic Space Connection	
Evidence of Metalinguistic Awareness	

End-of-Unit Bridging Lesson Planner

Phase	Language	Teacher Plans	Student Evidence	Approx. Time
1. Activate Unit Learning	Partner or selected language			5-10 min
2. Review Key Content	Original LOI			10-15 min
3. Cross-Language Bridge	Both languages, structured			15-20 min
4. Apply Biliteracy Learning	Flexible			10-15 min
5. Update Third Linguistic Space	Third Linguistic Space			3-5 min

Appendix B: Bridging Look-Fors

Classroom Walkthrough Look-Fors

Look-For	Yes / No	Evidence / Notes
Teacher follows the assigned LOI during View.		
Preview uses partner language briefly and purposefully.		
Review includes a planned Daily Bridge when appropriate.		
Teacher avoids random translation during instruction.		
Students use sentence stems to explain language connections.		
Word walls, word banks, anchor charts, and the third linguistic space are visible and used.		
Vocabulary is color-coded, underlined, annotated, or clearly organized by language when appropriate.		
Students reference visible vocabulary supports during speaking or writing.		
End-of-unit bridge evidence is visible in student work, notebooks, or anchor charts.		

End-of-Unit Bridging Look-Fors

Look-For	Evidence
Students revisit major unit concepts.	Students explain what was learned across the unit.
Students compare vocabulary across languages.	Vocabulary pairs, cognates, or false cognates are discussed.
Students use both languages intentionally.	Both languages are used for comparison, not random translation.
Students create a product.	Writing sample, notebook entry, oral explanation, vocabulary sort, anchor chart, or student-created example.
Third linguistic space is updated.	Word walls, word banks, anchor charts, or student work include new unit evidence.

Appendix C: Glossary of Key Terms

Purpose of the Glossary

This glossary provides shared language for teachers, campus leaders, and district staff. The goal is to reduce confusion and support consistent implementation of the Dual Language Program Guide.

Term	Definition
Dual Language	A bilingual/biliteracy program model that develops bilingualism, biliteracy, academic achievement, and sociocultural competence.
One-Way Dual Language	A dual language model in which students identified as Emergent Bilinguals receive instruction in English and another language.
Two-Way Dual Language	A dual language model in which Emergent Bilingual students and English-proficient students learn together in English and another language.
Emergent Bilingual (EB)	A student who is developing English while also developing or maintaining another language.
Biliteracy	The ability to read, write, listen, speak, and think academically in two languages.
Bilingualism	The ability to use two languages for communication and learning.
Sociocultural Competence	The ability to understand, respect, and connect across cultures, languages, and identities.
Language of Instruction (LOI)	The language used to teach the main content during a lesson.
Partner Language	The language used during Preview and Review to support access, reinforce learning, and build connections across languages.
PVR	Preview-View-Review. A lesson structure where Preview occurs in the partner language, View occurs in the LOI, and Review occurs in the partner language.
Preview	The first part of PVR. It activates background knowledge and introduces key vocabulary in the partner language.
View	The main instructional portion of PVR. Content is taught in the Language of Instruction.
Review	The final part of PVR. Students reinforce learning and may make language connections in the partner language.
Daily Bridging	A brief 3-8 minute connection during Review that helps students connect vocabulary, concepts, cognates, false cognates, or language structures across languages.
End-of-Unit Bridging	A longer 30-45 minute instructional experience at the conclusion of a unit where students compare, apply, and demonstrate learning across languages.
Third Linguistic Space	The classroom space used to support connections between languages during bridging. It may include word walls, word banks, anchor charts, cognates, student work, or unit evidence.
Word Wall	A classroom vocabulary support where important words are posted so students can interact with and use them during instruction.
Subject-Specific Word Bank	A vocabulary support organized by content area, such as math, science, SLAR, ELAR, or social studies.
Cognate	A word that looks or sounds similar in two languages and has a related meaning, such as evidencia/evidence.
False Cognate	A word that looks or sounds similar in two languages but has a different meaning.
Metalinguistic Awareness	The ability to think about and compare how languages work, including vocabulary, word patterns, sentence structures, and meaning.

Oracy	Intentional speaking and listening practice that supports academic language development.
Anchor Chart	A classroom visual created or used during instruction to support content, vocabulary, or language understanding.
Interactive Notebook	A student notebook used to organize learning, vocabulary, writing, visuals, reflections, and evidence of understanding.
LOI Fidelity	Consistently teaching the lesson in the assigned Language of Instruction without random translation or language switching.
Simultaneous Translation	Repeating instruction in both languages at the same time. This is not the same as bridging and should not replace LOI fidelity.
LPAC	Language Proficiency Assessment Committee. The committee responsible for identification, placement, monitoring, accommodations, and assessment decisions for Emergent Bilingual students.
ELD	English Language Development. Instruction focused on developing English language skills.
ELAR	English Language Arts and Reading.
SLAR	Spanish Language Arts and Reading.

Appendix D: Chapter §89.1227. Minimum Requirements for Dual Language Immersion Program Model.

a) A one-way or two-way dual language immersion (DLI) program model shall address all curriculum requirements specified in Chapter 74, Subchapter A, of this title (relating to Required Curriculum) in the program's partner language and English.

b) A DLI program model shall be a full-time program of academic instruction in the program's partner language and English for all program participants, emphasizing the participation of identified emergent bilingual (EB) students. Access to the DLI program shall not be restricted based on race, creed, color, religious affiliation, age, or disability.

c) A DLI program model shall provide equitable, authentic resources in English and the program's partner language to ensure development of bilingualism and biliteracy.

(d) The district shall develop a language allocation plan that ensures a minimum of 50% of content area instructional time is provided in the program's partner language for the duration of the program.

e) Program implementation shall:

(1) begin at prekindergarten, Kindergarten, or Grade 1, as applicable, according to the district's earliest grade level provided;

(2) continue without interruption incrementally through the elementary grades;

(3) consider expansion to middle school and high school whenever possible; and

(4)include participation of former emergent bilingual students who have reclassified as English proficient for the duration of the program.

(f) A DLI program model shall be developmentally appropriate and based on current best practices identified in research. Particularly, EB students shall not be restricted access to a one-way or two-way DLI program model based on any linguistic or academic achievement measures in the program's partner language or English.

Statutory Authority: The provisions of this §89.1227 issued under the Texas Education Code, §§29.051, 29.053, 29.054, 29.055, 29.056, 29.0561, 29.057, 29.058, 29.059, 29.060, 29.061, 29.062, 29.063, 29.064, and 29.066.

Source: The provisions of this §89.1227 adopted to be effective May 28, 2012, 37 TexReg 3822; amended to be effective July 15, 2018, 43 TexReg 4731; amended to be effective August 9, 2023, 48 TexReg 4247; amended to be effective February 10, 2025, 50 TexReg 765.