

Menasha Joint School District -- Dual Language Program Non-Negotiables

Area	Spanish	The Bridge	English
Classroom Environment:	- Spanish is consistently represented in red - Books in the classroom library are color coded by language - Teacher indicates the language of instruction - Lights - Bufanda magica - Color-coded schedule - Anchor charts, visual and graphic supports, library books, etc. reflect the amount of Spanish taught - Word Walls based on articulation by Karen Beeman by grade levels and student need	- Both languages are represented on Bridge Anchor Charts - Cognate or metalinguistic space is visibly designated in the classroom - Books in the classroom library are color coded for bilingual books - Red-Spanish - Blue-English - Purple-bilingual - The Bridge begins in the language the unit was taught, and then moves into the other language and uses object (visual or TPR) to indicate language.	- English is consistently represented in blue - Books in the classroom library are color coded according to language - Teacher indicates the language of instruction - Anchor charts, visual and graphic supports, library books, etc. reflect the amount of English taught - English word walls, Cognados
Language Use	- Teachers organize and scaffold language use based on the WIDA Spanish Language Arts Standards and using the Can Dos to do quarterly formative assessments of students' language in Spanish - Evidence tracked on Can Dos - Listening - Speaking - Reading - Writing Elevate the status of Spanish language - Stay in language, recognized connections between Spanish and English	- Teachers guide students in generating the language connections for the Bridge - The Bridge is planned and intentional with extension activities - Not just reteaching - Extension should be several days - Bridging happens during Spanish and English as needed - After a topic is covered	- Teachers purposefully organize and scaffold language use based on the English Language Development Standards and using the Can Dos to do quarterly formative assessments of students' language in English - Evidence tracked on Can Dos - Listening - Speaking - Reading - Writing - Sentence prompts, common phrases, including social language
Instructional Strategies	- BUFs are anchored in Big Ideas or Essential Understandings of the Spanish CCSS and using the WIDA Spanish Language Arts Standards. - The unit starts with building ORACY and Background Knowledge (going from the CONCRETE to the ABSTRACT). p.52 - Content driven and integrated	- Bridge strategies are concrete and comprehensible (Images, TPR, etc.) - Planned and intentional: the Bridge is part of a bilingual unit and it occurs once students have learned the essential understandings of the unit. - Extension Activities after the bridge	- BUF are anchored in Big Ideas or Essential Understandings of the CCSS and using the WIDA English Language Development Standards. - The unit starts with building ORACY and Background Knowledge (going from the CONCRETE to the ABSTRACT). - Genre/Author study embedded with

The MJSD Dual Language Program is a 50/50 model where Spanish is the primary language of instruction for Social Studies, Science and 60 minutes of literacy instruction. English is the primary language of instruction for math and 60 minutes of literacy instruction. At the end of every unit, Social Studies and Science are bridged into English and Math is bridged into Spanish.

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	• Use of dictado • Units include the three linguistic spaces. ◦ Spanish, English, Bridge • Instruction in Spanish develops academic language. ◦ Levels Discourse, Sentence, Word • Sheltered, comprehensible ELL strategies focus on teaching the language and content (TPR, sentence stems)	<u>Part One of the Bridge:</u> Students generate a visual representation of what they learned in one language, and then add the equivalent in the other language. <u>Part two of the Bridge:</u> Contrastive analysis (comparing and contrasting the two languages) to develop meta-linguistic awareness.	Phase I targets • Meaningful word work • Units include the three linguistic spaces. • Instruction in English develops academic language. • Sheltered, comprehensible ELL strategies focus on teaching the language and content.
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Required Word Walls
P. 123 from Beeman

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