



Racine Unified School District Dual Language Program Handbook

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Dual Language Immersion Program

The Dual Language Program for Racine, Wisconsin is an educational approach to promote biliteracy for native English speakers and native Spanish speakers. The goal is to prepare students for the future with abilities to listen, speak, read, and write both English and Spanish, as well as develop an appreciation for different cultures. The Dual Language Program provides children with the opportunity to learn two languages, while maintaining high academic standards.

Research shows that students who participate in well-implemented dual language programs perform at or above-grade level on district and state tests, as well as achieve advanced levels of proficiency in two languages (Collier & Thomas, 1997). In addition, graduates from these programs have a head start on language requirements for college and have enhanced employment opportunities.

All incoming kindergarten students will have the opportunity to enroll in the Dual Language Program, regardless of ethnicity and/or language spoken at home. Once enrolled, students are expected to participate in the program for the duration of their elementary education. The student population of the dual language classrooms will be approximately 67% from families of native Spanish speakers (English Language Learners or ELLs), and 33% from families of native English speakers. Students from families of native Spanish speakers (ELLs) will be given the opportunity to enroll in the program at any grade level. Students from families of native English speakers will be given the opportunity to enroll at the kindergarten level only, unless transferring from another school district's dual language program. Students will be interacting with each other academically and socially to develop proficiency in both languages. Certified bilingual classroom teachers deliver instruction in Spanish and English, with support of other staff.

Dual language programs vary with respect to the amount of Spanish that is used for instruction. The Racine Unified School District (RUSD) has adopted an 80/20 model. Beginning in kindergarten, students will receive 80% of their instruction in Spanish and 20% of their instruction in English. The percentage of instruction in Spanish will gradually decrease while the percentage of instruction in English will increase throughout the grade levels. In 5th grade, 50% of the students' instructional time is in Spanish and 50% in English. All students will receive initial literacy in Spanish. This 80/20 model allows for all students to build a solid foundation in Spanish and English in order to promote bilingualism. Instructional time in either language is content based. When a concept is taught in one language, the exact same lesson is not then taught in the other. Key vocabulary terms and concepts will be bridged into the other language after a unit is over, but it will not be simply retaught and/or translated in the same way it was first presented.

NOTE: Please see language allocation explanation on page 4-7.

RUSD Dual Language Schools

Dual language programs are offered at the elementary and middle school level. The elementary schools that offer the Dual Language Program are: Dr. Jones, Fratt (Kindergarten and 1st grade in 2012-2013), Janes (Kindergarten 2012-2013), Julian Thomas, Mitchell Elementary and S.C. Johnson. Mitchell Middle School and Starbuck Middle School (6th grade) also provide the opportunity for students to continue to receive a dual language education. All instruction in Spanish and English is aligned with RUSD's general educational philosophy and curriculum, North Star Vision, Understanding by Design, differentiated instruction, as well as the Common Core Standards.

Research has found that all students in dual language programs, regardless of their pattern of language dominance, do as well as or better than students in monolingual English programs on standardized tests administered in English (Freeman, Freeman and Mercuri 2005, xiv).

Commitment in the Dual Language Program

Dual-language is non-negotiable

The dual-language is systematic in nature. The effects of education are cumulative and the full benefits are only evident over the long term of this enriched education experience. (Cloud, Genesee & Hamayan, p. 14). Due to this fact and to ensure achievement and success, it is necessary for families to commit to the program for six years (kindergarten through fifth grade). Active parent support is extremely important to the long-term success of the RUSD Dual Language Program.

Teacher Role

In the Dual Language Program, teachers need to promote a positive learning experience in which teachers and students interact freely using student-centered instruction.

Teachers will use a variety of effective instructional and developmentally appropriate practices for the students to acquire academic skills and learn both languages effectively. For the success of the Dual Language Program, it is essential that these best practices are implemented in every bilingual education program school throughout RUSD.

Some instructional practices used by the teachers are:

- Positive teacher-student interactions
- Positive student-student interaction
- Cooperative learning and social interactions
- Use of sheltered instruction to promote comprehension such as: visuals, relevant and interesting topics, TPR, etc.
- Implement bridging activities
- Communicate and model high expectations
- Understand and support students and families by being knowledgeable of language, race, gender and other cultural differences

Collaboration with Programs

The Dual Language Program is an inclusive practice program that is designed to differentiate instruction to meet the needs of all students. It is necessary that teachers with both second language and special education expertise begin to collaborate with Title I and other special education teachers to find ways to support the students' needs. It is important to understand that there will be challenges with students that have both learning disabilities while learning a second language. Team members will consider possible factors such as second language development, disabilities, and behavior that they will need to observe in the classroom. Through the observations, the team members will work together to differentiate instruction to meet the needs of the student.

Explanation of Biliteracy Curriculum Chart & Language Allocation Guideline

RUSD's 80/20 dual language model emphasizes maintaining a solid foundation in Spanish for our ELLs while native English speakers are immersed in Spanish. The following is an explanation of the percentages of Spanish and English used and what subjects will be taught in what language. The students will stay together as a whole group while receiving their literacy instruction. Each grade level has a percentage of Spanish/English instructional time. The percentages are split into minutes as well, but will vary slightly by school. This is a more formal explanation; the chart on page 6 is a summarized version.

4-Year-Old Kindergarten

Spanish/English percentage: 80/20
Spanish/English minutes per week: 576/144

Children who are enrolled in the 4-year-old dual language program will participate in developmentally appropriate activities that promote their social and emotional development, oral language and pre-literacy skills, and muscle coordination in an environment that fosters their development of both Spanish and English. Students attend school for half a day. They are in class for 720 minutes per week (180 minutes per day, four days per week). Of this time, 576 minutes will be designated for Spanish instruction and 144 for English instruction, which includes English language development and specialists.

Kindergarten

Spanish/English percent 80/20
Spanish/English minutes 290/70

In Kindergarten, students are grouped together for all core subjects. The 290 minutes of instruction in Spanish will be divided among Spanish Language Arts, science/health, social studies, and math. These subjects will be taught in Spanish for the entire year. The 70 minutes of instruction in English will be divided between **specialists**, which are between 30-40 minutes. The remaining time will be designated for differentiated language arts (DLA)/ESL. This time can be used for **bridging** "big ideas" from Spanish to English to develop vocabulary, as well as other academic language and extension activities.

1st grade

Spanish/English percent 80/20

Spanish/English minutes 290/70

****Please note Kindergarten and 1st grade subject and language allocation minutes are the same.**

In 1st grade, students are grouped together for all core subjects. The 290 minutes of instruction in Spanish will be divided among Spanish Language Arts, science/health, social studies, and math. The 70 minutes of instruction in English will be divided between specialists, which are between 30-40 minutes, and DLA/ESL. This time can be used for bridging “big ideas” from Spanish to English to develop vocabulary, as well as other academic language and extension activities.

2nd grade

Spanish/English percent 70/30

Spanish/English minutes 250/110

In 2nd grade, students are grouped together for all core subjects. The 250 minutes of instruction in Spanish will be divided among Spanish Language Arts, science/health, social studies, and math. The 110 minutes of instruction in English will be divided between specialists (art, physical education, music, and library), which are between 30-40 minutes, and DLA/ESL (70 min). Formal English literacy instruction begins, and students will be expected to begin to read and write in both languages. This time can also be used for bridging content vocabulary and concepts from Spanish into English.

3rd grade

Spanish/English percent 60/40

Spanish/English minutes 215/145

In 3rd grade, students are grouped together for most core subjects. The 215 minutes of instruction in Spanish will be divided among Spanish Language Arts, science/health, and math. The 145 minutes of instruction in English will be divided between specialists which are between 30-40 minutes, English Language Arts/ESL-DLA, and Social Studies. Starting in 3rd grade, there will be two literacy periods, one for Spanish LA, and one for English LA. The two literacy periods should be separated by a break (morning and afternoon). Students are kept together, just like previous grades. English Language Arts time should be comparable to Spanish Language Arts in time, not necessarily concepts. It is important to note that these are two different lessons with different content; they are not translated lessons from one language into the other. Given the limited amount of time of language arts instruction, teachers need to integrate literacy into all academic subjects. This time can also be used for bridging content vocabulary and concepts from Spanish into English as well as ESL teachers teaching the lesson in English and the Dual Language teacher doing the bridging and extension lessons.

4th grade

Spanish/English percent 60/40

Spanish/English minutes 215/145

In 4th grade, students are grouped together for most core subjects. The 215 minutes of instruction in Spanish will be divided among Spanish Language Arts, science/health, and math. The 145 minutes of instruction in English will be divided between specialists (30-40 minutes), English Language Arts/ESL-DLA, and social studies. There will be two literacy blocks, one for Spanish

LA, and one for English LA. The two literacy periods should be separated by a break (morning and afternoon). Students are kept together, just like previous grades. English Language Arts time should be comparable to Spanish Language Arts in time, not necessarily concepts. It is important to note that these are two different lessons with different content; they are not translated lessons from one language into the other. Given the limited amount of time of language arts instruction, teachers need to integrate literacy into all academic subjects. This time can also be used for bridging content vocabulary and concepts from Spanish into English.

5th grade

Spanish/English percent 50/50
Spanish/English minutes 180/180

In 5th grade, 180 minutes in Spanish are divided up between Spanish Language Arts, science/health, and math. The 180 minutes of English will be divided between specialists, social studies, and English Language Arts/ESL. There will be two literacy blocks, one for Spanish LA, and one for English LA. The two literacy periods should be separated by a break (morning and afternoon). Students are kept together, just like previous grades. English Language Arts time should be comparable to Spanish Language Arts in time, not necessarily concepts. It is important to note that these are two different lessons with different content; they are not translated lessons from one language into the other. Given the limited amount of time of language arts instruction, teachers need to integrate literacy into all academic subjects. This time can also be used for bridging content vocabulary and concepts from Spanish to English.

6th – 8th grade

Spanish/English percent 50/50
Spanish/English minutes 180/180

In 6th through 8th grade, the program varies due to how certain subject areas that are taught in the middle school setting. The program depends on the courses that are taught and in what language specific language.

Racine Unified School District – Biliteracy Core Curriculum Chart

Adapted from Beeman & Urow, 2009 by ELL Language Usage Guidelines Committee, March 17, 2011

Grade	Spanish	Bridge Robust Bridging	English
4K 80/20 All students: Spanish: English minutes per week: 576/144	Thematic units with activities that promote social and emotional development, oral language and pre-literacy skills, and muscle coordination 576 minutes per week		English Language Development 40 minutes per week of extension activities related to thematic units 104 minutes per week of specials
Kindergarten 80/20 All students: Spanish: English minutes: 290/70 (ESL: differentiated language arts)	Reading/Language Arts Science/Health (health integrated in science) Social Studies Math	Explicit planning for content and language transfer	Language Arts/ESL 30 minutes that includes ESL-Extension activities, practice vocabulary and use of high academic language 40 minutes of specials
First Grade 80/20 All students: Spanish: English minutes: 290/70	Reading/Language Arts Science/Health (health integrated in science) Social Studies Math		Language Arts/ESL 30 minutes that includes ESL-Extension activities, practice vocabulary and use of high academic language 40 minutes of specials
Second Grade 70/30 All students: Spanish: English minutes: 250/110	Reading/Language Arts Science/Health (Health integrated in science) Social Studies Math		Language Arts/ESL (additional L.A. time) 70 minutes: Formal literacy in English is introduced 40 minutes of specials
Third Grade 60/40 All students: Spanish: English minutes: 215/145	Reading/Language Arts Science/Health (health integrated in science) Math		Language Arts/ESL Social Studies 105 minutes in English for LA/ESL/Social Studies 40 minutes of specials
Fourth Grade 60/40 All students: Spanish: English minutes: 215/145	Reading/Language Arts Science/Health (health integrated in science) Math		Language Arts/ESL Social Studies (Two Literacy Classes) 105 minutes in English for LA/ESL/Social Studies 40 minutes of specials

Fifth Grade 50/50 All students: Spanish: English minutes: 180/180	Reading/Language Arts Science/Health (health integrated in science) Math		Language Arts/ESL Social Studies (Two Literacy Classes) • 140 minutes in English for LA/ESL/Social Studies • 40 minutes of specials
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Adopted March 17, 2011
Language Usage Guidelines Committee

Grading Policy

When students enroll in a dual language program, they will be developing proficiency in a second language and will be learning academic content through that language. When teachers are evaluating students, teachers will provide various learning opportunities in both English and Spanish instruction. In addition, teachers will evaluate students' performance in all core subjects academically in the language of instruction. Through the students evaluation process the teachers will differentiate their lessons/units based on academic abilities in the language of instruction using the grade level curriculum, assessments, and resources that the district provides. The evaluation that the teachers will use for language development will be the district progress report as well as LAS Links assessment that show specific academic area of language development in Spanish.

Homework Policy

Homework assigned will be extra practice and is an extension of the instruction given at school. It is the responsibility of the teachers to ensure that the students understand the homework assignment and can work independently at home. The students' responsibility will be to complete the assignments independently to the best of their ability in the language of instruction. For example, if the language of instruction is Spanish, then the homework will also be assigned in Spanish. The parents' responsibility will be to communicate with their child regarding the completion of the homework and be active listeners when students are assigned to read to someone at home. In addition, teachers and parents are both responsible to communicate with each other when students are having a difficult time working independently on assigned material. The responsibility of the teachers will then be to provide extra support for the students in class to assure that students move towards mastery of the concepts as evidenced in assessment.

The Bridge or Bridging

The bridge is the period during the lesson or unit where the focus is on instructing students in how to transfer what they have learned and stored in one language into the other language. The focus moves from teaching content, to teaching the language of content in both of the students' languages.

The bridge is:

- interactive
- deliberately planned
- metalinguistic in nature
- cognates and false cognates

The bridge may include:

- linguistic constructions specific to a language
- correction of common student errors
- vocabulary
- summarizations

The bridge is **not**:

- direct word-to-word or simultaneous translation
- reading the same book in the other language
- a list of vocabulary words provided by the teacher

Sample Lessons and Bridges

Focus of lesson in Spanish	Possible Bridge	Lesson in English
The family	TPR with key family vocabulary and then a focus on which words are cognates and which are not.	Read a different but thematically related book about families in English.
Photosynthesis	Students are asked to choose the 5-10 key words needed to explain the process of photosynthesis to someone. These words are shared, and then the students are asked to come up with the English equivalents for the words. Many of the words in this case are cognates. The focus would be on the similarities and differences between the cognates, and how to use Spanish cognates to help with the English spelling (ción = tion, for example).	Create an illustrated summary of the process of photosynthesis in English.
Community helpers	TPR (first in Spanish, then in English) with photos of community helpers from books and other resources used in Spanish. Then, students are asked to produce both Spanish and English labels for the community helpers, while the teacher focuses on the use of gender in Spanish (la maestro/el maestro and its absence in English: teacher)	Readers' theater with a book about community helpers in English.

Dual Language Lesson Plan Framework

In order to create lessons for dual language classrooms teachers must become experts in content delivery, language teaching, and differentiation. The teacher must teach to high academic standards while at the same time engaging both the native language speaker and the language learner, whether the language of instruction is English or Spanish. In order to attain this goal, the teacher must think and plan before the lesson is implemented in the classroom. Answering the following questions will help during the lesson-planning phase:

“What’s the big idea or topic of my lesson? How will I engage my students? What is the life-long lesson that I will be teaching along with content? What’s the language of instruction? What are the language goals of the lesson?”

The following page contains a lesson plan format. Some samples lessons created following the lesson cycle format as detailed in: *Dual Language Instruction: A Handbook for Enriched Education*, by Cloud, Genesee, and Hamayan can be found by visiting: http://www.dualu.org/pages/level1_pages/overview_f.html.

Keep mind that not all lessons must be written in such a detailed format. This should serve you as a guide for the thinking and planning necessary to attain content and language goals in your dual language classroom.

Summary Box; A Lesson Plan Framework for the Strategic Use of Two Languages (Urow & Beeman 2009)		
Big Idea or Theme:		Formative Assessment
Concrete, interactive activity focused on developing academic oral language		
Reading Comprehension: In some lessons, writing may precede reading,		
Writing or writing and reading may be integrated.		
In all lessons, activities that focus on word study and fluency will only occur after the implementation of a highly comprehensible, concrete activity. All word study and fluency activities will be predicated on a highly comprehensible text.		
Word Study	Fluency	

The following page contains another lesson plan format. Some videos to help you understand how to created following the lesson cycle format as detailed in: *Making Content Comprehensible for Secondary English Learners The SIOP Model* by visiting: <http://www.pearsonschool.com/index.cfm?locator=PSZoB5>
The following website provides samples of lesson plans that follow the SIOP lesson plan: <http://www.cal.org/siop/resources/lessonplans.html>

Keep mind that not all lessons must be written in such a detailed format. This should serve you as a guide for the thinking and planning necessary to attain content and language goals in your dual language classroom.

SIOP LESSON PLAN TEMPLATE

Topic:	Class:	Date:
Content Objectives:		Language Objectives:
Key Vocabulary:	Materials (including supplementary and adapted)	
High Order Questions:		
Activities	Building Background: Links to Experience: Links to Learning: Key Vocabulary:	
Student Activities (Circle all that apply) <i>Scaffolding:</i> Modeling Guided Independent <i>Grouping:</i> Whole Class Small Group Partners Independent <i>Processes:</i> Reading Writing Listening Speaking <i>Strategies:</i> Hands-on Meaningful Links to Objectives		
Review and Assessment:(Circle all that apply) Individual Group Written Oral		
Extensions:		

Big Idea / Essential Understanding: The big idea is the essential understanding or focus of the entire lesson cycle. All activities relate back to understanding the big idea.

State Standards: address a variety of standards through integrated units; integrate language arts across the curriculum

Language of Instruction/Language Standard: Plan for language allocation; think about different levels of language proficiency and transitioning.

Preview Stage:

Activities:

Content Objectives: Students will...

- state the activities as observable behaviors; what you would like students to be able to do
- preview key content area vocabulary
- present key concepts in an experiential/visual manner - connect to students' personal lives; hook the students and prepare them for the content
- oral language practice

Language Objectives: Students will... Focus on the 4 language domains; introduce vocabulary, language structures, language functions, grammar and syntax necessary for understanding the big idea.

Strategies:

- state the instructional strategies students/teachers will use
- strategies allow for all students to participate and encourage higher level thinking
- use pre-reading/writing strategies
- engage all students with graphic organizers

Differentiation: In each phase of the lesson, this is where you explain how you will make certain all students are engaged, and what scaffolds/extensions you will provide so that all students have access to the big idea and are able to meet the language and content objectives.

Flexible Grouping:

- Use a variety of grouping structures, collaborative groups, pairs, expert groups, interest groups, whole group, threes, fours-- foster a climate of collaboration and support/teamwork

Instructional Assessment:

- assessment is embedded in instruction- data/artifacts collected --teacher/student observations- self-assessment; assessment is focused on demonstration of higher level thinking
- assessment focuses on understanding of big ideas

Focused Learning Stage

Activities:

Content Objectives

Student will...

Language Objectives: Students will...

- make connection between oral language and reading
- think about preparing for transition and/or extension to other language

Strategies:

- Introduce text at this stage
- Provide a range of reading materials on the same topic
- Use during-reading, nonfiction literacy strategies
- Use graphic organizers
- Begin the project associated with this unit/lesson (gives purpose for studying topic)
- Provide a variety of texts

Flexible Grouping:

- Individual / Pairs /
- Small group
- Avoid large group round robin reading!!

Instructional Assessment:

Application Stage:

Activities:

Content Objectives

Student will...

Language Objectives:

Students will...

- Connect four domains (reading, writing, speaking, listening)
- think about preparing for transition and/or extension

Strategies:

- Assign projects and create products that include writing
- Use Learning logs, paragraph frames, Language Experience Approach, writing
- Have students present from graphic organizers and/or projects to one another, older-younger students, parents, siblings, partner classrooms (in school or across the country or abroad)

Flexible Grouping:

- Individual
- Pairs
- Small groups

Instructional Assessment:

brochures, slideshows, mini-conferences, small group presentations /performances/ demonstrations, dual language projects

Assessment in the Dual Language Classroom

Assessments are an essential piece in dual language classrooms. Experts recommend using multiple measures as part of an effective assessment and evaluation plan. Four important qualities of effective assessment in dual language programs are (Cloud, Genesee, & Hamayan, 2000):

- Assessments must be linked to instructional activities and objectives
- Assessments are authentic
- Assessments optimize student performance
- Assessments are developmentally appropriate

RUSD uses criterion-referenced tests like the Wisconsin Concepts Knowledge Examination (WKCE) to assess whether students have met the reading and content area requirements for the state of Wisconsin. The Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP®) to measure targeted district goals. The AIMS Test is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction which is designed to specifically screen and monitor progress. All kindergarten will be taking the PALS test instead of the AIMS test for the reading component, which assesses the knowledge of the important literacy fundamentals that are predictive of future reading success.

A variety of measures can provide data on different aspects of student performance, learning, and attitudes in both languages (www.cal.org/twi/evaltoolkit). These include:

- Teacher-made tests
- Rubrics that measure student ability or behavior
- Teacher observations
- Portfolios of student work
- Collective group work
- Questionnaires/surveys
- Oral interviews
- Story Retelling
- Writing samples
- Projects
- Experiments/demonstrations

In addition to measuring academic performance, language acquisition must be measured in both languages in dual language programs. RUSD administers the ACCESS for ELLs®, which was designed by the World-Class Instructional Design and Assessment (WIDA) Consortium to measure academic language proficiency in all four domains (listening, speaking, reading, writing) of English. In an effort to obtain a complete view of language development in RUSD's dual language classrooms, beginning Spring 2012, LAS links® Español will be administered to measure language proficiency in Spanish. Further information and professional development will be provided prior to test administration.

Dual Language FAQs for Teachers in RUSD

Why have a dual language program? What are the benefits?

Genesee (2008) points out that the ever increasing globalization of business and commerce as well as the telecommunications revolution have set the stage so that those who know English *and* other languages will have economic and political advantages over those who know only English.

King and Mackay (2007) present a number of benefits attributed to learning a second language in depth. These include: a cognitive edge in creativity and metalinguistic awareness, enhanced cross-cultural understanding, and an educational and career edge.

Howard, Sugarman, Perdomo and Adger (2005) also cite research that has found that participants in dual language programs are more likely to stay in school than students from other programs and that most participants also plan to attend college.

Which languages are involved in the bilingual programs in RUSD and how were they chosen?

Although Racine has students that come from families where other languages are spoken, all of the bilingual programs involve English and Spanish. English was chosen due to its dominance in our society and Spanish was chosen because there are large enough numbers of students from Spanish speaking homes to require services in Spanish according to Wisconsin Statue 115.97. (See <http://nxt.legis.state.wi.us> and search for 115.97, or go to <https://docs.legis.wisconsin.gov/statutes/statutes/115/VII/97>, both of which are official sources of the State of Wisconsin.)

What type of programs do we have at which schools in RUSD?

Elementary schools with a dual language program:

Dr. Jones, Fratt*, Janes*, S.C. Johnson, Julian Thomas, Mitchell, Wadewitz*, and the Racine Early Education Center (REEC) follow the 80/20 dual language model. (*These schools have only recently begun the dual language program and will be adding a grade level each year until it is K-5; for the 2013-2014 school year, Fratt has dual language in grades 4K-2, Janes in grades 4K-1, and Wadewitz in K.)

Middle schools with a dual language program:

Mitchell Middle School
Starbuck Middle School

High schools with a dual language program:

None

Elementary schools with a maintenance or transitional late-exit bilingual program:

Fratt (grades 3-5) and Wadewitz (grades 1-5)

Middle schools with a transitional bilingual program:
All except for Mitchell Middle School and 6th grade at Starbuck Middle School.

High schools with a transitional bilingual program:
Horlick, Case and Park have this support available.

Elementaries with an English immersion program:
Janes Year-Round (Future plans include transforming this program into a Dual Language Program beginning with Kindergarten in 2012-2013.)

Why are the two languages separated? Why don't we translate so students hear a concept in their stronger language?

When students know that material is going to be presented in their stronger language after it is presented first in their weaker language, they learn to tune out and wait for the presentation in their stronger language, and, consequently, do not acquire the weaker language (Lessow-Hurley 2005; Freeman, Freeman and Mercuri 2005).

Also, teachers who do concurrent translation (presenting material first in one language, then in the other) often spend disproportionately more time in English (Lessow-Hurley 2005).

Why don't we just teach English and Spanish in language classes?

"Educational professionals also accept now that the development of advanced levels of language competence, in a primary or second language, is most successful when it occurs in conjunction with meaningful, important, and authentic communication. In school settings, this can be communication about academic subjects," (Cloud, Genesee and Hamayan 2000, 2). Freeman, Freeman and Mercuri (2005), also note "Research on language acquisition has shown that language is best and most efficiently learned when taught through content," (96).

Genesee (2008, p. 32) states, "...content is the vehicle for teaching the second language, and content instruction provides opportunities for students to acquire the target language, much like native speakers learn their first language as a result of meaningful, significant and sustained communication with others."

What do we say when parents ask how they can support their children with work in a language the parents don't understand?

Cloud, Genesee and Hamayan (2000, p. 92), suggest that parents who are not proficient in the target language or lack literacy skills or time can still support their children's growth in literacy by providing them with various recorded forms of media that their children can listen to and follow along with. Parents can also serve as audience to their children, "by expressing enjoyment and praising their children when they attempt to read and write, and by conveying to their children the importance of becoming biliterate."

What is "bridging" and why is it important?

"The bridge is the period during the lesson or unit where the focus is on instructing students in how to transfer what they have learned and stored in one language into the other language. The focus moves from teaching content, to teaching the language of content in both of the students' languages," (Beeman and Urow, 2009).

Why are we doing initial literacy in Spanish for ALL students, regardless of what their stronger language may be?

Beeman and Urow (2009, p. 3) state, "Over thirty years of research supports the theory that children dominant in a language other than English – minority language speakers - benefit from initial literacy instruction in their first language."

"Most native English speakers score well on reading tests in English even when their initial instruction is in Spanish," (Freeman, Freeman and Mercuri 2005, p. 163), possibly because they are surrounded by English in most aspects of the larger society and at home. Furthermore, Lindholm-Leary and Howard note, "more instructional time spent in Spanish positively impacts achievement in Spanish, and has no negative impact on achievement measured in English," (2008, p. 189). [Note: this is specifically in regard to comparing a 90/10-program model with a 50/50 program model.]

Having made points about the language of dominance for students, Beeman and Urow (2009) go on to point out that 1) many students do not show a distinct dominance in any of the languages they know and 2) literacy instruction occurs naturally in both languages in a dual language program as reading and writing are used as tools to study other subjects.

Lastly, Freeman, Freeman and Mercuri (2005) assert, "What seems most important about initial literacy instruction is that it continue long enough for students to develop high levels of proficiency in the language" (163).

Aren't dual language programs inappropriate for students with academic difficulties and/or special needs?

No, not necessarily. We wouldn't immediately decide to remove a student with special needs from any class without first convening a team of teachers and other specialists to determine what accommodations would best support the student in the class. In extreme cases, the team might decide that the student's needs cannot be met within the class. The same procedure should be followed for students in or potentially entering dual language programs. Research to date suggests that learning in two languages does not pose an extra cognitive load on the learner.

"...research has shown that immersion programs are effective for students who often struggle in school because they come from low socio-economic backgrounds or have low levels of academic achievement," (Cloud, Genesee and Hamayan 2000, 3).

"It is not appropriate or recommended to suggest that a bilingual child with SLI [specific language impairment] be encouraged to use only one language. There is no reason to assume that dual language knowledge is a burden for children with SLI; in fact, children with SLI are able to learn two languages," (Genesee, Paradis and Crago 2004, 88).

"...low academic/intellectual ability is no more of a handicap in in bilingual education than it is in L1 [English-only] programs and, to the contrary, low performing students can experience a net benefit from immersion in the form of bilingual proficiency," (Genesee, Paradis and Crago 2004, 181).

Regarding students whose first language was English who are experiencing difficulties in a dual language program: "Professionals should not assume that the difficulties (linguistic or academic) experienced by some language majority students in bilingual programs are due to participation in a bilingual program. Learning through the medium of another language is not a linguistic, cognitive, or social hardship for most majority language students," (Genesee, Paradis and Crago 2004, 186).

Furthermore, "TWI programs can be seen as ideal placements for special needs students, as many of the accommodations considered useful for these students (e.g., hands-on learning, thematic instruction, and multimodal instruction) are the same strategies recommended for two-way educators," (Howard, Sugarman, Perdomo and Adger 2005, 48).

"Special needs students can and should be included in EE ['enriched education' or dual language] programs with appropriate modifications to insure their success," (Cloud, Genesee and Hamayan 2000, 131).

King and Mackey (2007, 217) note that, although much more research needs to be conducted in this area, "Most researchers and practitioners would agree that intensive and interactive exposure to appropriately complex language is important and beneficial for *all* children and that bilingualism does not need to fall by the wayside."

Won't teaching students in Spanish lower their scores on important high stakes tests such as the WKCE and threaten our efforts to make AYP?

Research has found that all students in dual language programs, regardless of their pattern of language dominance, do as well as or better than students in monolingual English programs on standardized tests administered in English (Freeman, Freeman and Mercuri 2005, xiv).

However, we might still expect to see a delay in these results on standardized tests in English until the third grade if formal literacy instruction in English is not begun until second grade (Genesee, Paradis and Crago 2004, 177).

Aren't all bilingual programs basically the same?

There are a variety of program models that may be called "bilingual." The following gives a short description of each program model along with its strengths and weaknesses.

Bilingual Education Program Models

(Lessow-Hurley, 2005; Miatch, 2005)

Model: Transitional Bilingual Education (TBE) or Early Exit

Description of the model: The goal of this model is to have students (all from the same first language) acquire English as quickly as possible and move into English-only instruction. Although initial instruction may be carried out exclusively in the first language, it is used only to assist the quick transition into the second language, English.

Strengths of the model:

- The student's first language is used to some degree to support the learning of English.

Weaknesses of the model:

- Cannot be used when students come from several different language backgrounds
- Students don't benefit from access to native speakers of the second or majority language (L2)
- Students are not maintaining/developing skills in their native language (L1)
- L1 is not valued which may lead to lower self-esteem, etc.
- Language majority students (monolingual English) do not receive any extra exposure to the minority language culture

Model: Maintenance Bilingual Education or Late Exit

Description of the model: The goal of this model is to have students (all from the same first language) become bilingual and biliterate in L1 and L2 (English). Initial instruction may be carried out exclusively in the first language, with English instruction being increased as the students' proficiency in English increases.

Strengths of the model:

- The student's first language is used to some degree to support the learning of English.
- Students are maintaining/developing skills in L1, which will lead to better transfer of skills to L2 (English)
- L1 is valued which may lead to higher self-esteem, etc.

Weaknesses of the model:

- Cannot be used when students come from several different language backgrounds
- Students do not benefit from access to native speakers of L2
- Language majority students (monolingual English) do not receive any extra exposure to the minority language culture

Model: Two-Way (TWI) or Dual Language Immersion

Description of the model: The goal of this model is to have all students (about half from the same first language-not English, and half English dominant) become bilingual and biliterate in both languages. Initial instruction may be carried out more in the non-English language (say 90% in kindergarten or first), with English instruction being increased to 50% by fifth grade.

Strengths of the model:

- The student's first language is used to some degree to support the learning of English.
- Students are maintaining/developing skills in L1 that will lead to better transfer of skills to L2 (English)
- L1 is valued which may lead to higher self-esteem, etc.
- Students from both language backgrounds benefit from access to native speakers of L2
- Language majority students (monolingual English) receive extra exposure to the minority language culture

Weaknesses of the model:

- Cannot be used when students come from several different language backgrounds

ESL Models

Model: Structured English Immersion (SEI) or Sheltered English

Description of the model: The goal of this model is to have students (who can come from different first language backgrounds) acquire English as quickly as possible. All instruction is done in English, which is adapted to the students' proficiency levels. This is a very carefully structured program that incorporates gestures, visuals, and Total Physical Response into the instruction.

Strengths of the model:

- The structure of these models is more effective at supporting the learning of English than other types of ESL instruction.
- Students benefit from access to native speakers of English

Weaknesses of the model:

- Students are not maintaining/developing skills in L1
- L1 is not valued which may lead to lower self-esteem, etc.
- Language majority students (monolingual English) do not receive any extra exposure to the minority language culture

Model: Pull-out ESL

Description of the model: The goal of this model is to have students (who can come from different first language backgrounds) acquire English as quickly as possible. All instruction is done in English, which is adapted to the students' proficiency levels. This program incorporates gestures and visuals in the instruction.

Strengths of the model:

- Students are given some support as they learn English.
- Students benefit from access to native speakers of English

Weaknesses of the model:

- Students are not maintaining/developing skills in L1
- L1 is not valued which may lead to lower self-esteem, etc.
- Language majority students (monolingual English) do not receive any extra exposure to the minority language culture
- Students typically miss some subject as they receive the ESL support

Model: ESL Specialist Consultative

Description of the model: The goal of this model is to have students (who can come from different first language backgrounds) acquire English as quickly as possible. All instruction is done in English, which is adapted to the students' proficiency levels. This program incorporates gestures and visuals in the instruction.

Strengths of the model:

- Students are given more individualized support as they learn English.
- Students benefit from access to native speakers of English

Weaknesses of the model:

- Students are not maintaining/developing skills in L1
- L1 is not valued which may lead to lower self-esteem, etc.
- Language majority students (monolingual English) do not receive any extra exposure to the minority language culture
- Students typically miss some subject as they receive the ESL support

Model: English Submersion

Description of the model: The goal of this model is to have students (who can come from different first language backgrounds) acquire English as quickly as possible. All instruction is done in English. **No accommodations are made to support the students' acquisition of English.**

Strengths of the model:

- Students benefit from access to native speakers of English

Weaknesses of the model:

- Students are not maintaining/developing skills in L1
- L1 is not valued which may lead to lower self-esteem, etc.

- Language majority students (monolingual English) do not receive any extra exposure to the minority language culture
- Students typically miss some subject as they receive the ESL support

Where can I find more information about dual language instruction?

Places to start:

- 1) The books cited in the following section are good references on the subject.
- 2) An FAQ for teachers about curriculum and instructions issues (part of the Two-Way Immersion Toolkit) can be found online at:

http://www.cal.org/twi/toolkit/CI/QA/all_qs.htm or in pdf form at:

http://www.alliance.brown.edu/pubs/twi/pdf_files/classinst_qa.pdf

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Dual Language Glossary

Academic Language: The type of language (both vocabulary and grammatical structures) that is specific to an academic subject. For instance: "Find the perimeter" calls upon students to use the word "find" in a particular way ("determine") and also to know what the word "perimeter" means.

ACCESS for ELLs (*1): ACCESS stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards and meets the NCLB mandated requirements to yearly assess the language proficiency growth in the domains of listening, speaking, reading, writing plus comprehension. Teachers structure learning activities based on the results in order to meet the needs of their students.

Additive language learning (*1): Additive language learning is when the addition of a second language and culture does not replace the first language and culture: rather, the first language/culture are promoted and developed.

Adequate yearly progress (AYP): A measure of how schools are performing on a number of indicators for use in the No Child Left Behind (NCLB) legislation.

Basic Interpersonal Communication Skills (BICS) (*1): Students can use the language or dialect in informal or social interpersonal conversations. BICS is often referred to as "playground English" or "survival English". It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom. (Cummins, 1984; Baker & Jones, 1998)

Bilingual learners - are students who are from English speaking families and are learning/acquiring Spanish, students from Spanish speaking families and are learning/acquiring English, as well as students who are equally proficient in both languages.

Bridging: Please refer to page 8 & 9 for details.

Cognitive Academic Language Proficiency (CALP) (*2): CALP describes the kind of language needed to learn new information, think in more abstract ways, and carry out cognitively demanding communicative tasks required by the core curriculum. It is referred to as school language or academic language, and it is transferable across languages.

Common Core Standards: provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Comprehensible Input: Language that is just above the level a student already understands, but that is used in context to advance the student's understanding.

Developmental Bilingual Education (*1): A program for English Language Learners that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy. (Baker, 2000)

Differentiated Instruction: is the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student’s readiness level, interests, and preferred mode of learning”.

Differentiated Language Arts (DLA): Bilingual and ESL teachers spend considerable time building literacy skills with their students. This can be a challenge when students come to class with a wide variety of needs. By differentiating reading assignments, teachers can be successful in meeting the diverse needs that students bring to class. Students can build the literacy skills needed for all of their schoolwork by engaging in activities that improve their knowledge of how reading skills are transferred to other courses. Please refer to ESL below.

Domains of language proficiency - The four language domains that are addressed in ELL programs are: listening, speaking, reading, and writing.

Dominant language – is an outdated term used to describe the language in which a student is most fluent. A student’s dominant language may change depending on whether the student is enrolled in an additive learning environment or subtractive learning environment.

Dual Language Program/Dual Immersion (*1): Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages.

ELL (*1): ELL stands for English Language Learner. ELLs are students whose first language is not English and who are in the process of learning English

ESL: ESL stands for English-as-a-Second Language. It is an educational approach in which English language learners are instructed in the use/study of the English language through pull out support or in class support. Their instruction is based on a methodology and curriculum that typically involves little or no use of the students' first language. ESL instruction focuses on the language of the academic content areas, cultural awareness, and the teaching of learning strategies that the students need to be successful in their classrooms.

Initial Literacy: The language of initial literacy is the language or languages in which students first learn to read and write in the primary grades (K-1). All students learn to read in the partner language first in the context of a 80/20 dual language program. Language arts in English formally starts in 1st or 2nd grade. Teachers use flexible grouping and differentiation to meet the needs of native speakers and language learners.

L1 – The first language (L1) of a child is the language learned first and is usually the language spoken in the home.

L2 – The second language (L2) of a child is the target language or the language learned after the first language is acquired.

Language Minority Students (*2): Language minority students are those students who have a language other than English as their primary or home language and may not be able to speak English proficiently. It should be noted that the term "minority" refers to the language as opposed to the ethnic or racial background specifically. For example, a student whose primary language is German is considered a language minority student even though a European background does not grant him or her minority status.

LAS-Links: Language Assessment Scales-Links is an assessment that measures language proficiency in English and Spanish. The Dual Language Program will, beginning in the spring 2012, assess all the Kindergarten students enrolled in Dual Language Program in Spanish. These students and subsequent classes, will also be assessed.

Late-Exit Bilingual Education (*1): Late-exit programs provide bilingual instruction for more years of schooling. Late-exit programs may be transitional or developmental bilingual programs, depending on the goal of the program, (Baker, 2000).

LEP - LEP stands for Limited English Proficient. It is an outdated label used to describe students whose first language is not English.

Majority language: In the United States, English is considered the majority language.

Partner language - This is a new term that has been developed to refer to the language other than English that is used for instruction in dual language programs.

Sequential Bilingual: In the case of sequential bilingualism, a child begins learning a second language after s/he has already figured out the basic rules of their first language, and, this may affect his or her learning of the second language. S/he knows how to have conversations and is cognitively more mature than the infant acquiring two first languages simultaneously. The child's task is to add a second language to the one s/he already has, a task that takes years to accomplish.

Scaffolding or Sheltering Instruction: Provides various kinds of support to a student to connect her prior knowledge with the concepts being learned.

Simultaneous Bilingual: According to Tabors (1997), *One child, two languages. A guide for preschool educators of children learning English as a second language*, simultaneous bilingualism occurs when children are exposed to two languages from a very early age; while sequential bilingualism occurs when a child begins learning a second language after the first language is at least partially established.

Specialists: Class given for 30 to 40 minutes in the elementary schools, which include gym, music, and art.

Stages of Second Language Acquisition: Broadly speaking there are five stages of second language acquisition: pre-production (understands some language but not yet able to produce utterances), early production (able to produce one or two words), speech emergence (telegraphic speech – able to produce phrases and short sentences), intermediate fluency (able to produce extended language), and native-like proficiency (able to produce extended formal and informal language about a variety of topics) (TWIT, 2005).

Subtractive Language Learning: Subtractive language learning is when a second language is learned without the support of the child's first language. The task of learning English may be challenging because the child does not have his first language to draw upon. Eventually, the second language replaces the child's first language. (Common in foreign adoptions)

TPR (Total Physical Response): Language teaching technique in which learners respond to language input (often commands) with body motions (TWIT). This is particularly useful for students in the early stages of language acquisition of the language used in the lesson as they may not be prepared to produce the language, yet, but they can respond to it nonverbally.

Transitional Bilingual: See Transitional bilingual education-Early Exit/maintenance late exit found on pages 12 & 13.

Two-Way Immersion or Dual Immersion: Please refer to page 13.

Understanding by Design (UbD): is the framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach. UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic.

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*2 – www.education.com