

Sunset Valley Elementary Dual Language Program Handbook

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Vision

The Dual Language program at Sunset Valley is designed to ensure that all students become bilingual, biliterate, and multicultural with the ability to meaningfully engage with their learning in an increasingly global society.

Dual Language Program

The Dual Language Program for Sunset Elementary School is an educational approach to provide literacy and content instruction to all students through two languages, promote bilingualism and biliteracy, grade level academic achievement in both English and Spanish, and multicultural competence for all students. 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 English and Spanish, 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.

Biliteracy Philosophy

We believe in developing reading, writing, listening, and speaking skills in both languages concurrently (Simultaneous biliteracy). Students develop biliteracy in an environment that utilizes the gradual release of responsibility model (I do, we do, you do) in both languages daily

Enrollment

Incoming Pre-K 3, Pre-K 4, kindergarten, and first day of first grade students will have the opportunity to enroll in the Dual Language Program, regardless of language spoken at home. Once enrolled, students are expected to participate in the program for the duration of their elementary education. All new to Sunset Valley Elementary families whose Home Language Survey includes Spanish can enroll in the dual language program at any grade level, as this is required by law. However, students from families of native English speakers or another native language other than Spanish, will be given the opportunity to enroll at the Pre-K 3, kindergarten, or the first day of first grade only. These decisions will be made on a per-student basis due to enrollment limitations. If a student is transferring from another school district's dual language program, and they are not English Language Learners, they will be considered based on whether a seat is available in that grade-level.

Our Program

Dual language programs vary with respect to the amount of Spanish that is used for instruction. Students will be interacting with each other academically and socially to develop proficiency in both English and Spanish. Certified bilingual classroom teachers deliver instruction in Spanish and English, with support of other staff. Sunset Valley Elementary School has adopted an 80/20 model. Beginning in Pre-K, students will receive 80% of their instruction in Spanish and 20% of their instruction in English. Kindergarten and 1st grade students will receive 70% of their instruction in Spanish and 30% of instruction in English. In 2nd grade we offer a 60/40 model. In 3rd, 4th and 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 6.

Dual language programs are offered at the elementary, middle school and eventually high schools throughout Austin Independent School District. All instruction in Spanish and English is aligned with AISD's general educational philosophy and curriculum, differentiated instruction, as well as Texas Essentials Knowledge and Skills.

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 - seven years (Pre-K4 or kindergarten through fifth grade). Active parent support is extremely important to the long-term success of Sunset Valley Elementary School's Dual Language Program. If at any point the parent of an English Language Learner decides to opt out of the program, the LPAC Committee should be contacted. The LPAC Committee will follow protocols as mandated by state law. All non-ELL students will also have to meet with the principal before having the ability to exit the program.

Teacher Role

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

Teachers 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 and these best practices are implemented in every classroom and grade level throughout Sunset Valley Elementary School.

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, Total Physical Response strategies, and other best practices
- 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 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 will need to be observed in the classroom. Through these 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

Sunset Valley Elementary's 80/20 dual language model emphasizes maintaining a solid foundation in Spanish for our ELLs while non-ELLs 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.

Pre-K 4

Spanish/English percentage: 80/20

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.

Kindergarten

Spanish/English percent 70/30

In Kindergarten, students are grouped together for all core subjects. Instruction in Spanish will be divided among Spanish Language Arts, Science/Health, and Social Studies. These subjects will be taught in Spanish for the entire year. The remaining time will be designated for Math and English Language Arts. This time can be used for bridging “big ideas,” to develop vocabulary, as well as other academic language and extension activities.

1st grade

Spanish/English percent 70/30

In 1st grade, students are grouped together for all core subjects. Instruction in Spanish will be divided among Spanish Language Arts, Science/Health, and Social Studies. The remaining time will be designated for Math and English Language Arts. This time can be used for bridging “big ideas,” to develop vocabulary, as well as other academic language and extension activities.

2nd grade

Spanish/English percent 60/40

In 2

nd

grade, students are grouped together for all core subjects. Instruction in Spanish will be divided among Spanish Language Arts, Science/Health, and Social Studies. The remaining time will be designated for Math and English Language Arts. This time can also be used for bridging content vocabulary and concepts from Spanish into English. Starting in 2nd grade, there will be two literacy periods, one for Spanish LA, and one for English LA. The two literacy periods will be separated. Students are kept together, just like previous grades. Formal English literacy instruction begins, and students will be expected to begin to read and write in both languages.

3rd grade

4

Spanish/English percent 50/50

In 3

rd

grade, students are grouped together for all core subjects. Instruction in Spanish will be divided among Spanish Language Arts, Science, and Social Studies. Instruction in English will be divided between English Language Arts and Math. There will be two literacy periods, one for Spanish LA, and one for English LA. The two literacy periods will be separated. 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 bridging and extension lessons.

4th grade

Spanish/English percent 50/50

In 4th grade, students are grouped together for all core subjects. Instruction in Spanish will be divided among Spanish Language Arts and Science and Social Studies. Instruction in English will be divided between English Language Arts and Math. There will be two literacy blocks, one for Spanish Language Arts, and one for English Language Arts. 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

In 5

th

grade, instruction in Spanish is divided up between Spanish Language Arts and Math. English instruction will be divided between Social Studies, Science and English Language Arts. There will be two literacy blocks, one for Spanish Language Arts, and one for English Language Arts. 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.

Sunset Valley Elementary School -Biliteracy Curriculum Chart

Grade Spanish Bridge

Robust Bridging

English

PK-4 80/20

246 min (Spa) 61 min (Eng)

Thematic units with activities that promote social and emotional development, oral language and pre-literacy skills, and muscle coordination

Math English language development

- Extension activities related to thematic units

Kindergarten 70/30

248 min (Spa) 62 min (Eng)

Language Arts, Science, Social Studies

Explicit planning for content and language transfer

Math Language Arts

- Extension activities
- Practice vocabulary and use of high academic language

First Grade 70/30

248 min (Spa) 62 min (Eng)

Reading/Language Arts, Science, Social Studies

Explicit planning for content and language transfer

Math Language Arts

- Extension activities
- Practice vocabulary and use of high academic language

Second Grade 60/40

186 min (Spa) 124 min (Eng)

Reading/Language Arts, Science, Social Studies

Explicit planning for content and language transfer

Math Reading/Language Arts

- Formal literacy instruction

Third Grade 50/50

155 min (Spa) 155 min (Eng)

Reading/Language Arts, Science, Social Studies

Explicit planning for content and language transfer

Math Reading/Language Arts

Fourth Grade 50/50

155 min (Spa) 155 min (Eng)

Reading/Language Arts, Science and Social Studies

Explicit planning for content and language transfer

Math Reading/Language Arts

Fifth Grade 50/50 155 min (Spa) 155 min (Eng)

Reading/Language Arts and Math

Explicit planning for content and language transfer

Reading/Language Arts, Social Studies, Science

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. Teachers will progress monitor both languages using various assessments based on grade level. Students will receive a language progress report on each language domain: listening, speaking, reading, writing.

Family Responsibility

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 student's' 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

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 dual language teachers at Sunset Valley Elementary will work together to be vertically aligned as a campus and create BUFs (Biliteracy Unit Framework) collaboratively.

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

These include:

- Teacher-made tests
- Rubrics that measure student ability

- Teacher observations
- Portfolios of student work
- Collective group work
- Questionnaires/surveys
- Oral interviews
- Story Retelling
- Writing samples
- Projects
- Experiments/demonstrations

Dual Language FAQs

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 AISD and how were they chosen?

Although Austin ISD has students that come from families where other languages are spoken, most 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. There is a Vietnamese dual language program and 2 Mandarin dual language programs as well in AISD.

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."

How can families of students in the dual language program support their children with work in a language the parents don't understand?

Cloud, Genesee and Hamayan (2000, p. 92), suggest that parents/guardians 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/Guardians 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 & Urow, 2009).

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

Beeman & 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 & 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 STAAR 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.

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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21

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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.

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.

Sources

Tomlison, Carol and McTighe Jay. 2006. Integrating Differentiated Instruction and Understanding by Design: Connecting content and Kids. Alexandria: Virginia USA.

Two-Way Immersion Toolkit, Center for Applied Linguistics (CAL) and The Education Alliance at Brown University, 2005.

Accessible at <http://www.alliance.brown.edu/pubs/twi/>

*1 Glossary of English Language Learner Terminology created by Jose, Evie, and Pat. Adapted from "Dr. Collier's Glossary for CrossCultural, ESL, ELL, Bilingual, and Special Education", c2008

*2 – www.education.com