

APPENDIX V – 70



College
of
Education

TUCSON UNIFIED
SCHOOL DISTRICT

Building Partnerships to Support Language Learning

Language Acquisition Department

Anna Manzano,

November 7, 2016

Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD



Agenda

- **Historical Prospective**
 - State Mandate (Prop. 203)
- **Language Rights of English Language Learners (ELLs)**
- **Language Education Policy**
- **Student Identification, Assessment and Placement**
- **Instruction: Program Overviews**
 - Structured English Immersion/English Language Development (ELD)
 - ILLP
 - Dual Language



Agenda

- **Two-Way Dual Language programs in the United States**
- **TWDL Program in TUSD**

Program Elements

Model

Curriculum Outline

Guiding Principles of Dual Language Education



Historical Perspective

1960's

I-C
Americanization program is abolished

TUSD establishes **first bilingual Education** Program

1970's

Desegregation suit is filed (Fisher-Mendoza)
✓ District is granted taxing authority to address desegregation agreement
✓ Busing begins for desegregation purposes

TUSD reaches its **highest enrollment: 65,000**

Davis becomes a **bilingual magnet** school

1980's

Board eliminates **corporal punishment**

Roskruge becomes a **bilingual middle magnet**

Bonillas becomes a **back-to-basics** school

University High is created

\$350M bond project for refurbishing schools

TUSD now **AZ's 2nd** largest—behind Mesa USD

1990's

1992: TUSD enters **corrective action** agreement with OCR regarding services to ELLs

1992: **Flores suit** filed vs. Nogales USD & AZ

1995: TUSD becomes majority minority district

1999: Supt. Keegan initiates AIMS test

2000's

2000: Prop. 203—TUSD which limits bilingual education in our schools and requires SEI for all ELLs

2002: TUSD enters corrective action agreement with OCR regarding LEP translation services

2006: Arizona mandates 4-hours of ELD

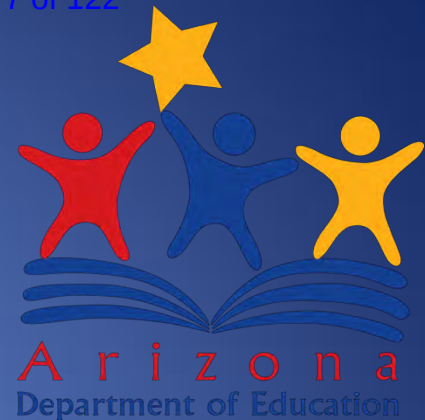
Proposition 203 (November 2000)

- Repealed existing English language education statutes and enacted a new law that requires schools to teach English through Structured English Immersion (SEI)
- All instructional materials and instruction in English
- “Not normally intended to exceed one year”

AZ STATE MANDATE

HOUSE BILL 2064

SECTION 15-756



The ELL legislation consolidated and expanded state laws.

- **Requires AZELLA annual assessment (A.R.S. §15-756, §15-756.05, §15-756.06)**
- **Requires compliance and monitoring of all aspects of the Federal and State laws including the SEI Models (A.R.S. §15-756.08)**
- **Four (4) hours of ELD driven by ELP Standards**
- **Highly qualified and trained teachers**

➤ ***ELLs* have the right to:**

- Learn English and at least one other language in school
- A high quality instruction that is comprehensible and appropriate to their academic and linguistic development
- Use their native language whether in or out of school
- Have access to native language reading materials
- Interpretation services when communicating with the school



Student Language Rights [BACK TO MENU](#)

The Tucson Unified School District prepared the following guidelines for district administrators, principals, teachers, and other school employees regarding the use of languages other than English.

Use of Languages Other than English in TUSD Schools

State law regarding instruction in structured English immersion (SEI) classes specifies "teachers may use a minimal amount of the child's native language when necessary" but "no subject matter may be taught in any language other than English." In other words, whole class instruction should always be in English, while native language instruction for individuals and small groups may be appropriate to clarify concepts and ideas not understood in English. The law's restrictions on language apply only to teachers—not to students.

The following five points provide more specific guidance:

- 1. The Right to Acquire Language:** Students have the right to acquire English and other languages that may be available at the school for students to study.
- 2. The Right to Meaningful Instruction:** Students have the right to high quality instruction that is comprehensible and appropriate to their level of academic and linguistic development.
- 3. The Right to Make Use of the Native Language:** Students have a right to a classroom environment that encourages the use of English, promotes appreciation of other languages, and respects students' right to use their native language to facilitate communication and enhance academic achievement.
- 4. The Right to Self-Select Reading Material:** Students have a right to access books and other reading materials for supplementary and recreational use, including materials that may be available in other languages.
- 5. The Right to Meaningful School-Family Interaction:** Students and parents who are not proficient in English have a right to non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school-related documents.



Instructional Program Overview



- **Structured English Emersion Program (SEI)**

- Students in this program will develop the ability to speak, read and write in English. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by SEI, bilingual education or ESL endorsed teachers.

- **Dual Language Program**

- Students in this program will develop the ability to speak, read and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by bilingual education endorsed teachers.



Language Education Policy

LANGUAGE EDUCATION POLICY

POLÍTICA DE LA EDUCACIÓN DEL LENGUAJE

LANGUAGE ACQUISITION DEPARTMENT

DEPARTAMENTO DE ADQUISICIÓN DE IDIOMAS

TUSD
Tucson Unified School District



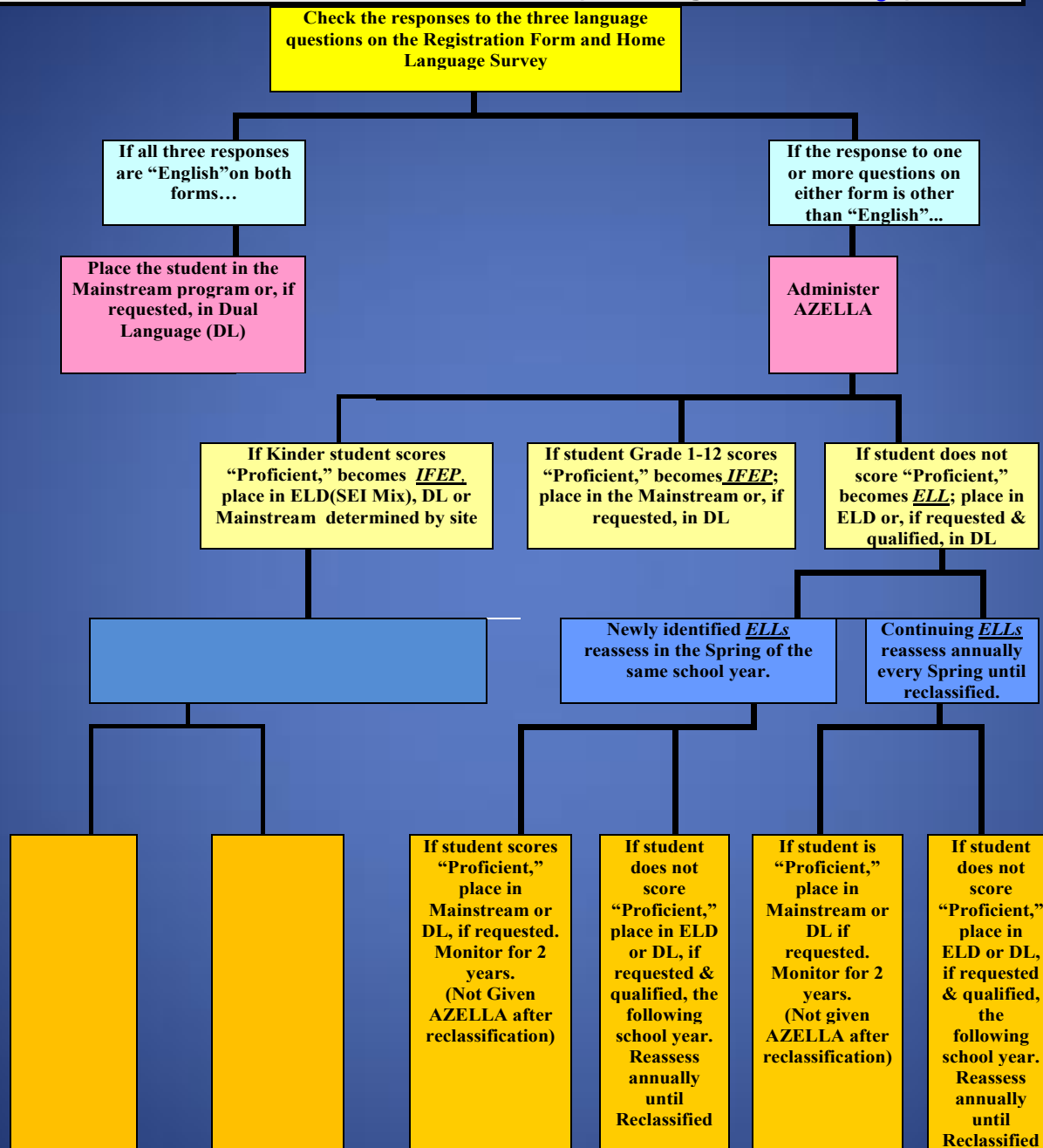
How are ELL's Identified?

Home Language Inventory (HLI)

PHLOTE

- **P**rimary
- **H**ome
- **L**anguage
- **O**ther
- **T**han
- **E**nglish

What makes a
student a
PHLOTE?



Two-Way Dual Language Program (TWDL)

- What is the TWDL program?
- What are the benefits?



Dual Language Programs in the USA



Heritage



Developmental



Two-Way
Bilingual
Immersion
/Dual
Immersion



One Way
Foreign
Language
Immersion

Revitalization

Maintenance

Cross-Learning

Enrichment

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Two different language groups work together to cross learn the language from each other. Teachers serve as the academic language model while the students serve as peer models to each other.

Two-Way Dual Language Program (TWDL)

- Choice program and an Advanced Learning Experience for students (ALE)
- Students engage in formal second language study K-12th grade
- Bilingualism and biliteracy is the goal for all students

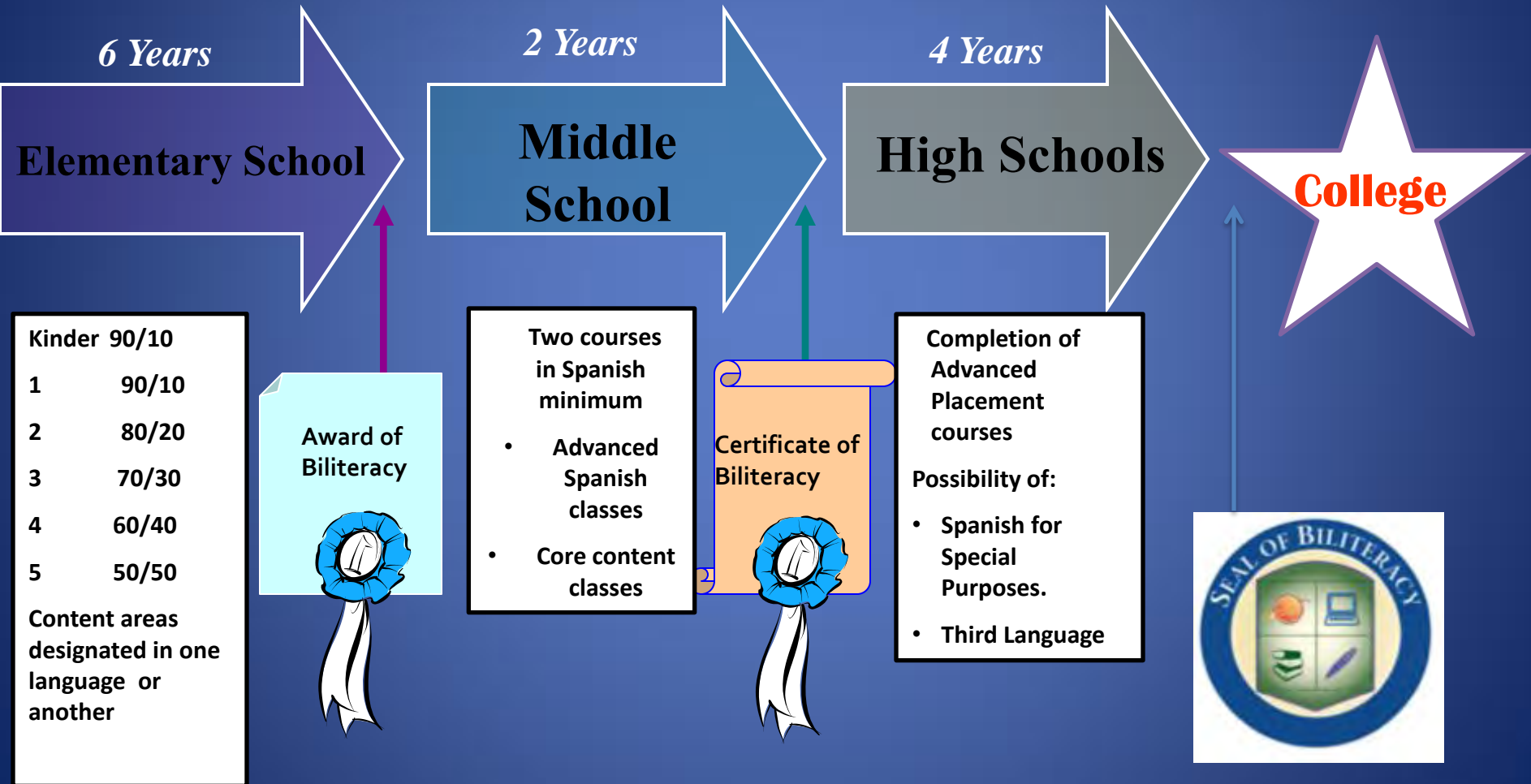
Two-Way Dual Language Program (TWDL)

- Additive bilingualism, students keep their first language while acquiring a second language
- Students learn a new language while working side by side with speakers of that language

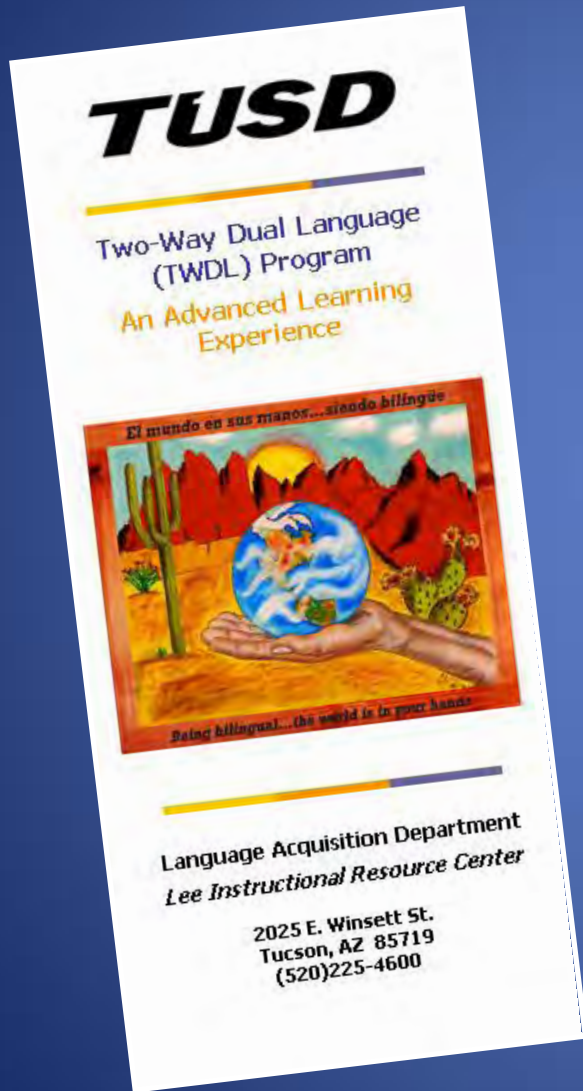
The Goals of TWDL Programs



Pathway for TWDL Programs



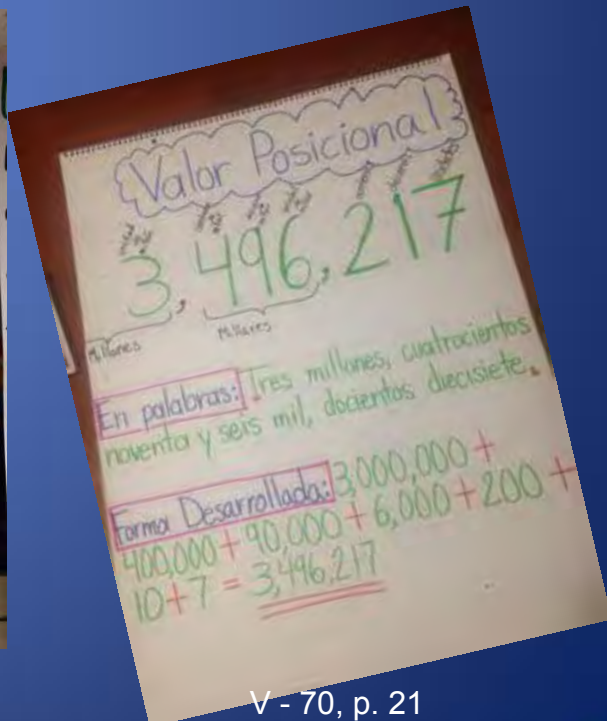
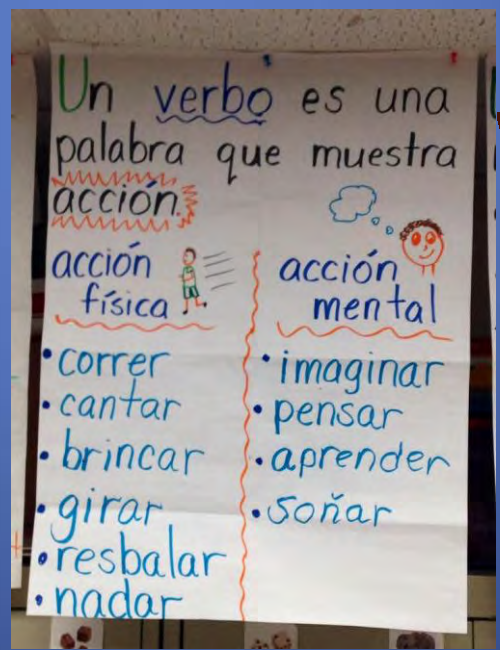
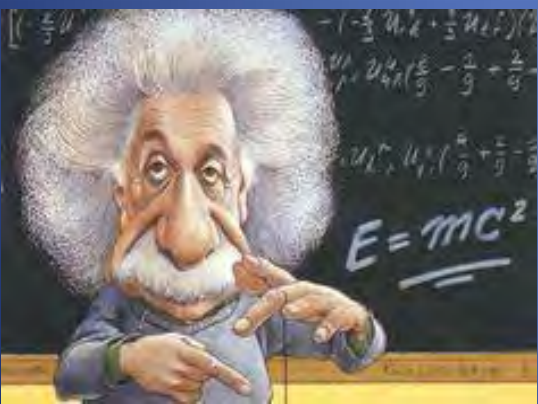
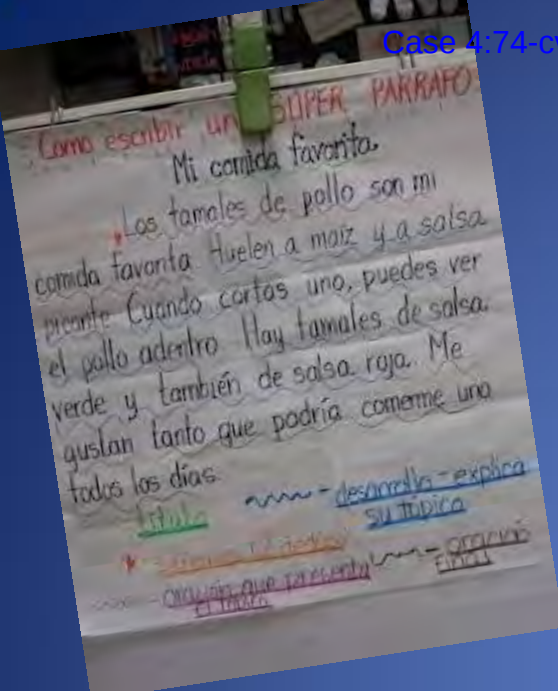
TWDL Program Model



Dual Language Program participation maintains the same curriculum as in the Traditional/Mainstream classroom with the goal of rigor, student achievement and biliteracy development in a bilingual setting.



Reading/Lectura
 Writing/Escritura
 Vocabulary/Vocabulario
 Grammar/Gramática
 Math/Matemáticas
 Science/Ciencia
 Social Studies/Estudios
 Sociales



TWDL Program Elements

- Clearly Defined Program Model
- Assessment that guides instruction in a TWDL Program
 - DRA/EDL
 - Canciones y Cuentos (Assessment Components)
- Technology to enhance instruction in TWDL Program
 - Achieve 3000 (2nd grade on up)
 - Imagine Learning (K-1)
- Second Language Learning Strategies
 - Lotta-Lara / Dictado / Strategic use of language / SIOP
- Professional Development

TWDL Program Non-Negotiable Components

- * **Adhere to the Program Model**
- * **Classroom Environment**
 - * Visually reflects the model and language of instruction
- * **Schedules that reflect the model and language of instruction**
- * **Strategic use of language**
- * **Lesson Plans/Posted Objectives/Language of instruction all aligned with the model**
- * **Evidence of adherence to model**
 - * Data Binder with required assessment scores (Pre, Mid and Post)
 - * Student portfolios

TUSD TWDL Program Model

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 and People love to Work
 We are Team TUSD



TUCSON UNIFIED SCHOOL DISTRICT

Office of Curriculum Instruction and Professional Development
 Language Acquisition Department
TUSD Two-Way Dual Language Program (TWDL) Model

Grade	Language Percentage Span/Eng.	Spanish	English	Test Prep
Kinder	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking	
1 st	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking	
2 nd	80/20 272 mins/68 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	
3 rd	70/30 234 mins/102 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA	Math (10 min. maximum, English Workbook, Test Prep, and Non- Transferable Skills)
4 th	60/40 204 mins/136 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA Science Social Studies	Math (10 min. maximum, English Workbook, Test Prep, and Non- Transferable Skills)
5 th	50/50 170 mins/170 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA Science Social Studies	Math (10 min. maximum, English Workbook, Test Prep, and Non- Transferable Skills)



Two-Way Dual Language Model Curriculum Content Per Grade Level

Grade	Spanish	English	Test Prep
Kinder	Spanish Language Arts Math Science Social Studies	Academic English Language Development (AELD) Listening and Speaking	Not addressed at this grade level
1st			
2nd		AELD Listening, Speaking, Reading, Writing	
3rd		AELD Listening, Speaking, Reading, Writing ELA	Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)
4th		AELD Listening, Speaking, Reading, Writing ELA	
5th		Science Social Studies	



Office of Curriculum Instruction and Professional Development • Language Acquisition Department

Language of Instruction and Materials by Grade Level

	K-1 st	2 nd	3 rd	4 th	5 th
Spanish Language Arts SLA	Spanish Spanish Common Core Standards Scholastic Book Room en Español Canciones y Cuentos Elefónicas Reading A-Z Scholastic News Esp. Imagine Learning Español Harcourt Trofeos	Spanish Spanish Common Core Standards Scholastic Book Room en Español Canciones y Cuentos Elefónicas Reading A-Z Scholastic News Esp. Achieve 3000-Spanish Harcourt Trofeos	Spanish Spanish Common Core Standards Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish Harcourt Trofeos	Spanish Spanish Common Core Standards Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish Harcourt Trofeos	Spanish Spanish Common Core Standards Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish Harcourt Trofeos
Mathematics	Spanish Engage NY/Eureka Investigations	Spanish Engage NY/Eureka Investigations	Spanish Engage NY/Eureka Investigations	Spanish Engage NY/Eureka Investigations	Spanish Engage NY/Eureka Investigations
Science	Spanish FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	Spanish FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	Spanish English FOSS Kits National Geographic Windows on Literacy Science Kits	Spanish English FOSS Kits National Geographic Windows on Literacy Science Kits	Spanish English FOSS Kits National Geographic Windows on Literacy Science Kits
			Scholastic News	Scholastic News	Scholastic News
Social Studies	Spanish District Adopted Material Scholastic News Achieve 3000	Spanish District Adopted Material Scholastic News Achieve 3000	Spanish English District Adopted Material Scholastic News Achieve 3000	Spanish English District Adopted Material Scholastic News Achieve 3000	Spanish English District Adopted Material Scholastic News Achieve 3000
<p>Remember: Lessons in Spanish Are Not Repeated During the English Portion of the Day</p>					
English Language Arts ELA (AzCCSS)	English	English	English Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English Harcourt Trophies	English Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English Harcourt Trophies	English Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English Harcourt Trophies
Academic English Language Development AELD (ELP Standards)	English (Listening/Speaking) Avenues Social Studies/Science Materials	English (Listening/Speaking Reading/Writing) Avenues Social Studies/Science Materials	English (Listening/Speaking Reading/Writing) Avenues Social Studies/Science Materials	English (Listening/Speaking Reading/Writing) Avenues Social Studies/Science Materials	English (Listening/Speaking Reading/Writing) Avenues Social Studies/Science Materials

TUSD Two-Way Dual Language Program (TWDL) Model Language of Instruction and Materials by Grade Level

<https://www.engageny.org/resource/translated-modules> Engage NY/Eureka resources in Spanish

<http://www.fossweb.com/> AME2EL7862 (2nd Edition Elementary Access) FOSS Science resources in Spanish

TUSD K - 5 Integrated Literacy Continuum



Handout

English Language Arts

- ▶ Reading Literature
- ▶ Reading Information
- ▶ Speaking and Listening
- ▶ Language
- ▶ Writing
- ▶ Reading Foundations
 - Print Concepts
 - Phonological Awareness
 - Phonics & Word Recognition
 - Fluency
 - Comprehension
 - Vocabulary

Literacy Work Stations

- ▶ Read to Self (monitored)
- ▶ Work on Writing
- ▶ Word Work
- ▶ Read to Someone
- ▶ Listen to Reading

Daily Teaching Structure

Whole Group Instruction (20 minutes)	
~Read Aloud or ~Interactive Read Aloud or ~Focus Lessons	
Guided Reading Instruction (4-6 students) (20 minutes x 3)	
Guided Reading Components:	
~Select the Text	↑ Literacy Work Stations ↓
~Introduce the Text	
~Read the Text	
~Revisit & Discuss Text	
~Closure	
~Extend Meaning of the Text	
AND/OR	
One-on-One Instruction	
~Conferring or ~Assessing	
Literacy Block Closure (10 minutes)	
~Purposeful Accountable Talk	



90 Minute
Integrated
Literacy Block

Assessments

- ▶ Universal Screener: DIBELS Next
- ▶ Scholastic, Next Step Guided Reading Assessment
- ▶ Diagnostic: Assessing Reading Multiple Measures
- ▶ District Common Assessments

Continuidad de Alfabetización Integrada en los salones de clase lenguaje dual de TUSD K-5 (TWDL)

Artes de lenguaje en Español

- ▶ Lectura-Literatura
- ▶ Lectura- Texto Informativo
- ▶ Audición y Expresión oral
- ▶ Lenguaje
- ▶ Escritura y Redacción
- ▶ Destrezas Fundamentales
 - Conceptos de lo impreso
 - Conciencia fonológica
 - Fonética y reconocimiento de palabras
 - Acentuación
 - Fluidez
 - Comprensión
 - Vocabulario

Estaciones de trabajo de la alfabetización

- ▶ Leer solo (con supervisión)
- ▶ Trabajar en la escritura
- ▶ Trabajar con palabras
- ▶ Leer a alguien

Estructura de enseñanza diaria

<p>Instrucción en grupo ~ Lectura en voz alta o ~ Lectura en voz alta interactiva o ~ Lección de enfoque</p>
<p>Lectura Dirigida (4-6 estudiantes) (20 minutos x 3)</p> <p>Componentes de la lectura dirigida:</p> <ul style="list-style-type: none"> ~ Seleccionar el texto ~ Introducir el texto ~ Leer el texto ~ Revisar y hablar del texto ~ Conclusión ~ Extender el significado del texto <p style="text-align: right;">y / o</p>
<p>Instrucción individual ~ Conferir o ~ Evaluar</p>
<p>Fin de la hora de alfabetización (10 minutos) ~ Conversación responsable con propósito</p>

Estaciones del trabajo con la alfabetización



Academic English Language Development (AELD)
45 minutos

Arizona's ELP Standards:

- ▶ Listening & Speaking
- ▶ Language
- ▶ Reading
- ▶ Writing

Evaluaciones

- ▶ Universal Screener: DIBELS
- ▶ DRA 2 / EDL2
- ▶ Canciones y Cuentos (fonética)
- ▶ Avenues e-Assessment
- ▶ District and State Assessments

Think Pair Share



- How do you decide what you will be teaching, what is your starting point?
- Are you familiar with TUSD ELA Curriculum Maps?
- When teaching in a Dual Language program, what do you do when you come to an item that is not addressed in the ELA curriculum (Non-Transferable Spanish Skills)

ELA Curriculum Maps to meet the needs of TWDL Programs

- Two focus areas
 - Foundational Skills and Language

TUCSON UNIFIED SCHOOL DISTRICT		ELA Curriculum Map Kindergarten	
Reading Focus: Literature	Unifying Concept: Everyone Has a Story to Tell	Quarter 1	
Writing Focus: Narrative			
<p>Target Standards are emphasized during the quarter and used in a formal assessment to evaluate student mastery.</p>			
<p>Highly-Leveraged are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p>		<p>Supporting are related standards that support the highly leveraged standards in and across grade levels.</p>	
<p>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /s/.)</p> <p>d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Recognize and produce the most frequent one-syllable words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p>		<p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.</p> <p>K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	
<p>ELA Office of Curriculum Development edition 3.0 ©</p>			

Supplementing ELA Curriculum Maps to meet the needs of TWDL Programs

<http://tusd1.org/resources/curriculum/elaV3.asp>
<https://commoncore-espanol.sdcoe.net/>

CCSS en Español

ELA Curr. Map

Phonics and Word Recognition	Fonética y reconocimiento de palabras
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	<p>3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, tanto en forma aislada como en un texto. CA</p> <p>a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).</p> <p>b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.</p> <p>c. Decodifican palabras multisilábicas.</p> <p>d. Decodifican palabras con prefijos y sufijos de uso frecuente.</p>

TUCSON UNIFIED SCHOOL DISTRICT		ELA Curriculum Map	
Reading Focus: Literature	Writing Focus: Narrative	Unifying Concept: Everyone Has a Story to Tell	Quarter 1
<p>Target Standards are emphasized during the quarter and used in a formal assessment to evaluate student mastery.</p>			
<p>Highly-Leveraged are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>g. Write multiple sentences in an order that supports a main idea or story.</p> <p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in greetings and closings of letters.</p>		<p>Supporting are related standards that support the highly leveraged standards in and across grade levels.</p> <p>2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) apply rhythm and meaning in a story, poem, or song.</p> <p>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies:</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurt</i>) and closely related adjectives (e.g., <i>thin, slender; skinny, scrawny</i>).</p>	

Guiding Principles for Dual Language Education

- A tool to help Dual Language Programs with planning, ongoing implementation, self reflection and growth
- Grounded in research on effective features of DL programs
- Tool used by ATDLE our Dual Language consultant, to assess the efficacy of our programs and guide to help us realign elements of the program





Two-Way Language Immersion Room Environment Checklist

2. A VARIETY OF LITERACY CONTENTS ARE EVIDENT THROUGHOUT THE CLASSROOM TO DEVELOP LANGUAGE THROUGH LISTENING, SPEAKING, READING AND WRITING:

<ul style="list-style-type: none"> • Evidence of student writing in the target language and English for each student over the course of the school year – modeling examples, rubrics for scoring, corrected and final production displayed • Rich and well-organized classroom libraries are evident with a variety of books in both languages • Classroom walls & corners provide language development, thematic units, and concepts • Charts are created and displayed reflecting a variety of teacher/student modeled writing (formalizing & language development activities) • The collective class knowledge is documented through the use of charts/posters/works as the teacher initiates or culminates a unit of study.
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3. CLASSROOM WORK STATIONS ARE ORGANIZED WITH GUIDED OR INDEPENDENT WORK AREAS THAT SUPPORT OR ENRICH CONTENT, CONCEPTS OR SKILLS

<ul style="list-style-type: none"> • Work stations reflect the current standards theme or lesson developed in class & created for student practice • Students are afforded multiple opportunities to practice the new learning encouraging co-oc interactions and language practice • Work stations are created at the appropriate developmental level (concrete to abstract) for it to be practiced

4. MANIPULATIVES AND VISUAL AIDS ARE UTILIZED FOR LESSON DELIVERY AND DEVELOPMENT OF CONCEPTS

<ul style="list-style-type: none"> • Hands-on and experiential activities are developed to convey concepts and skills beginning at a concrete level • Graphic organizers for content instruction and use as reference charts are developed for lessons in the L1 & L2 • Mathematical or scientific processes are introduced through utilizing manipulatives and investigative activities

5. LEARNING WALLS ARE DESIGNED TO PROMOTE LANGUAGE & CONTENT

<ul style="list-style-type: none"> • Wall space in the classroom reflect current topics of study and a balanced curriculum • Bulletin Boards reflect authenticity, creativity, and student-created classroom and projects • Languages are separated into different learning walls and reflect the units of study and standards.
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6. CLASSROOM CULTURE REFLECTS RESPECT, CAREFUL PLAYING, AND PREPARATION

<ul style="list-style-type: none"> • Teachers encourage a climate of positive cross-cultural attitudes towards each other & the language. • Teachers foster risk-taking and high expectations for all students • Turn-take interactions are varied with student responses, it- it responses, whole class responses, etc. • Varied grouping and cooperative learning strategies are utilized to create student practice opportunities • Teachers use varied grouping structures: whole group for initial instruction, small group instruction for practice & reinforcement for all students and extra practice with struggling students • Teachers use a variety of questioning stems, sentence starters, open-ended questions to transcendents have opportunities to respond and expand on their responses/answers • Heterogeneous and homogeneous groupings are utilized during small group instruction

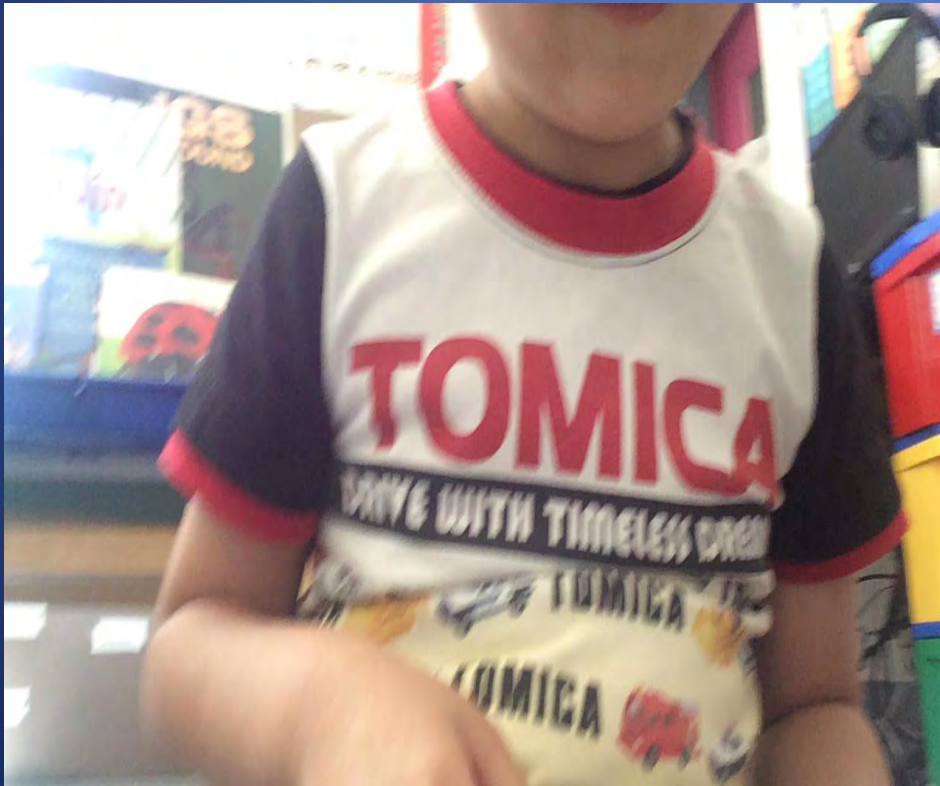
7. OTHER:

<ul style="list-style-type: none"> • Classroom information is posted by each classroom with information on schedules, rules, key vocabulary and standards posted • A classroom's physical space is well-planned for positive traffic patterns & access to materials/resources • The room environment reflects comments or teacher/student-made print in the target language • Materials that convey an appreciation of the target language and culture are represented in it • Visible and concrete objects in lesson and activities are utilized for comprehension and print • Grade-level concepts and skills are developed within the context of literacy events & not in list



“ One language sets you in a corridor for life.
Two languages open every door along the
way. ”

—Frank Smith



Questions

