add a lingua

do school in two languages

family guide: K-8

early-total one-way

addalingua early-total one-way handbook: table of contents

important terms

majority language: The majority language refers to the language most widely spoken in a given area. For example, English is the majority culture language in the United States. French is the majority culture language in France, etc.

minority language: The minority language refers to a language that is used by a group of people living among the majority language speaking culture.

L1: The primary language used in a child's environment during the early years. The L1 can also refer to the language in which a person feels most at ease communicating or the language of the majority culture.

L2: The second or less dominant language to which a child is exposed either through an academic or experiential setting. The L2 is often associated with a minority culture and is often used as the medium through which instruction occurs in various dual language immersion educational contexts.

dual language immersion models:
- **early-total one-way dual language immersion**: In this model, majority language students receive 100% of their academic instruction in a minority or second language. In grades K-2, children learn to read first in the immersion language (L2). The instructional time in the immersion language decreases by percentages as the students progress through elementary school. The introduction of formal English instruction varies based on student demographic and other socio-cultural factors. In most homogenous L1 English dual language immersion strands in the U.S., however, fifth or sixth grade immersion students continue to receive a minimum of 50% of their instruction in the immersion language. Various secondary continuing immersion education models exist on the post-primary level.

- **partial dual language immersion**: In this model, majority language speakers receive less than 50% of content instruction in the immersion language. This percentage remains consistent throughout elementary school. Students often learn to read in both their native (L1) and second languages in the lower grades. Research suggests that students in partial programs do not have sufficient L2 proficiency to support the increased cognitive demands required in upper elementary and post primary grades.

- **double/multilingual dual language immersion:** This is most often an early-total-type immersion program, teaching content through two or more minority or non-native languages. One of the most well-researched models exists in Finland with students learning up to five languages by the time they reach eighth grade.

important terms

- **two-way dual language immersion**: This educational model emphasizes bilingualism and biliteracy for both majority and minority culture learners by enrolling equal numbers of students from each language group at every grade level. Two-way dual language immersion education began in Dade County, Florida with about half the students being Spanish-dominant and the other half being English-dominant. Although variations exist within two-way models (from 90-10* to 50-50), most often students receive literacy instruction primarily in Spanish (or other L2).

FLES: This acronym stands for Foreign Language in the Elementary Schools. A well-articulated FLES program often connects L2 learning to content taught throughout the primary and middle school years. FLES programs seek to build student L2 proficiency prior to high school by ensuring students receive between 90- 120 minutes per week of instruction in the target language.

FLEX: This acronym stands for Foreign Language Experience or Exploratory. Within this type of instructional model, teachers, often assisted by technology, allow students to "explore" several different languages before choosing a focus language. The end goal of FLEX programs is not proficiency, but rather exposure to other languages and cultures in order to increase students' cross-cultural competency.

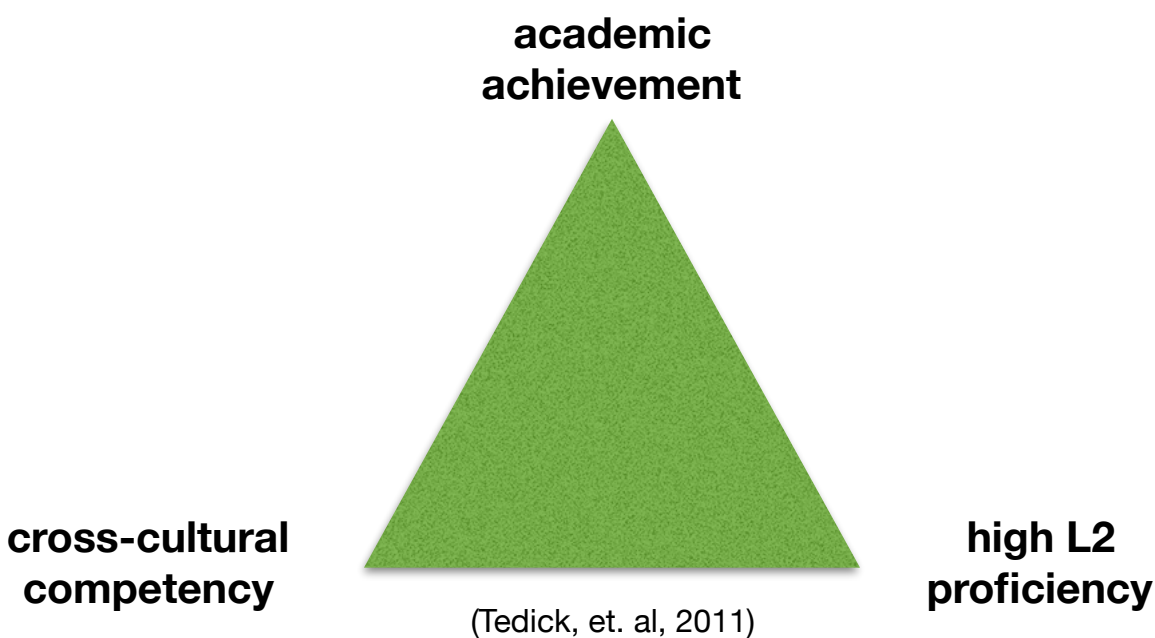** See addalingua 90-10 two-way educational model*

addalingua dual language immersion: definition and goals

dual language immersion is…

a method of educating students in an instructional setting that allows them to acquire a second language through subject content instruction, educational discourse, and social interaction in the second language for at least 50 % of the academic day (Cloud et al., 2000).

educational goals promote additive bilingualism and cultural pluralism

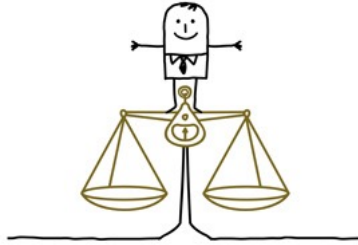**academic achievement**

cross-cultural competency

high L2 proficiency

(Tedick, et. al, 2011)

addalingua dual language immersion:
guiding principles

constant research. continual exploration. contextualized application. consistent collaboration. commitment to excellence

research ——————> informing practice	
Lyster (2007): counterbalanced instruction that allows students to notice, become aware of, and practice linguistic features unique to the L2	grammar and word study anchor lessons; launch pad activities; My personal great wall student guide; *diario lingüístico*
Lyster and Mori (2006): corrective feedback	pd2 and pd3
Bowers et al. (2012): explicit morphological instruction	word sorts, *diario lingüístico*, and My personal great wall student guide
Cummins (1984, 2012): interdependence theory: academic skills in L1 and L2 are interdependent	addalingua dual language immersion educational model and instructional language course distribution; guided reading level targets
Bialystock (1994): cognitive theory: limiting students' more explicit knowledge of language forms will result in less communicative competence and ultimately lesser ability to achieve academically	L2-specific grade-level literacy frameworks; aalpas; "*en la pizarra*" or "My personal great wall" child-friendly language structure definitions in the immersion language
Ellis (1994, 2006): description of a structural syllabus based upon predictable acquisition sequence of L2 linguistic features	addalingua structural scope and sequence with grade-level thematic overviews K-10
Ranney (2013), Schleppegrell (2001), Schmidtt (2008, 2010), and Zwiers (2008): focus on building academic language	writing and language; vocabulary cards; focus word feature and vocabulary connected to content or mentor texts
Swain (1986), Kowal and Swain (1997), Swain and Watanabe (2013): student-centered; output-focused, vocabulary-rich classroom environment	pd1; L2 only policy and timeline; ESS; vocabulary cards
Fortune and Tedick (2012): use of the target language to teach academic content while fostering student awareness and practice of linguistic features	addalingua L2-specific grade-level literacy frameworks aligned with Common Core State Standards and World Readiness Standards for Learning Languages, 2020

language "proficiency" demystified

bilingual "almost adults" through dual language immersion education

purpose

We hope this overview helps YOU understand the connections between…
- language + thinking, learning, & communicating
- proficiency level + brain benefits
- dual language immersion program

Know what "bilingual" really means - at each grade level.
addalingua uses "bilingual" to describe learners who can listen, speak, write, and read equally well in TWO languages (based on the Common Core State Standards- CCSS). We consider students proficient in a second language if they can meet the CCSS in that language.

language + thinking, learning, & communicating

If you want your children to have that bilingual edge in adulthood, choose a program that expects students to demonstrate 12th grade proficiency in English AND the immersion language by the time they graduate. In order to become grade-level proficient in any subject area, students need to access information (listen/read) and then communicate their thinking and learning (speak/write). Proficiency expectations change across grade levels as students' capacity to think, learn, and communicate grows.

BOTH these writing samples meet grade-level proficiency expectations, but…
Read these opinion pieces, written by a kindergartener and a fifth-grade student respectively, about which type of animal makes the best pet. Do fifth graders actually have stronger opinions? Or do they simply communicate their thoughts better because they've learned more language - and how to use it?

DOg IS the BST BeCS I tHed PURS.
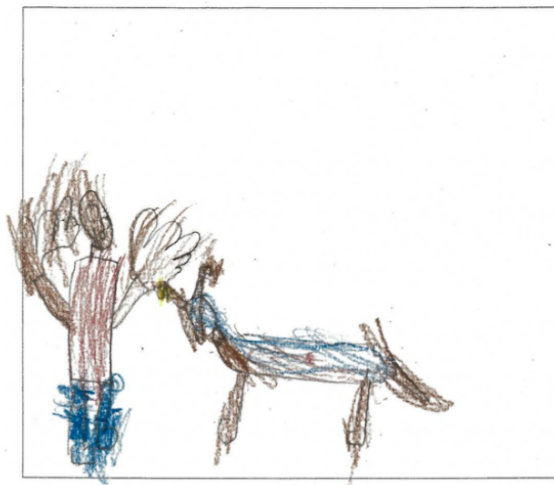
Dog is the best because thay bark

Dogs are Best

Cats and dogs can be very entertaining. But when it comes down to the best pet, I would say the dog.

One reason why I think a dog is the best pet to have, is because you can talk to them. And they listen to you. You can tell them secrets, and how you feel. Kind of like a personal journal, except they actually hear what you are saying.

Another reason why I think a dog is the best pet to have, is because dogs can warn you of danger. And sometimes that danger might be life threatening. So with a dog its like you have your own danger alarm.

Also another reason why I think dogs are the best pets to have is because they keep you company. They are perfect pets to have if you love company. And with a dog, its almost like you are having your best friends over. And better yet, if you own the dog, and it's a weekday, its like your friends are spending the night on a school night.

Another reason why I think a dog is the best pet to have is because they need to get excersise. You will have to walk your dog every day. So even if you don't like to walk, your dog and you will get automatic excersise. Which will make you and your dog healthier.

Cats and dogs are very unique in their own fastenating way. But to choose between the both of them, I would go for the dog. Even though dogs require lots of responsibilities, and need maintenance and training, they are still worth the effort. But most importantly, they are like a best friend.
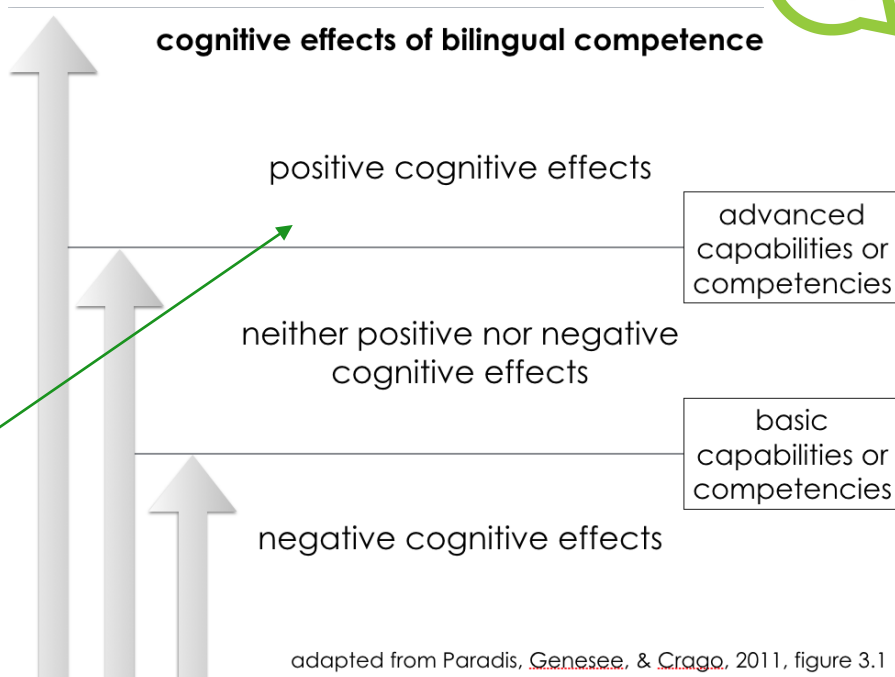
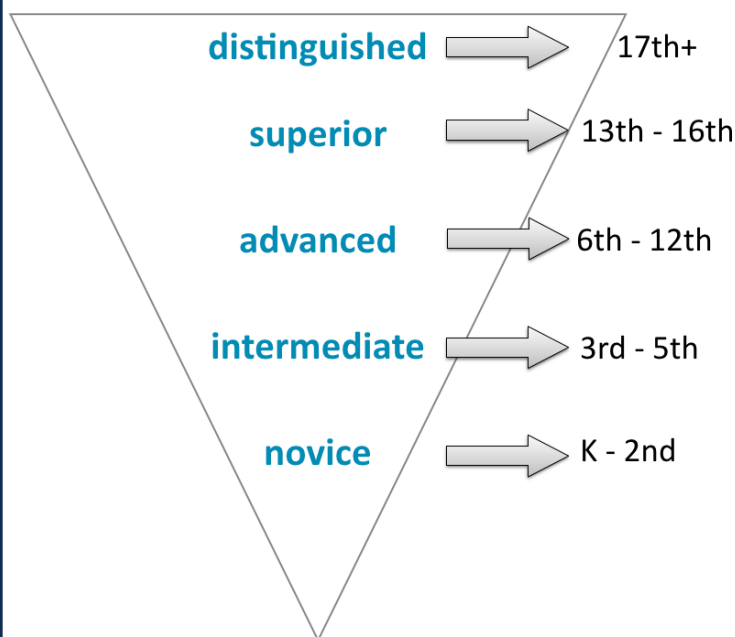## proficiency level + brain benefits

FULL bilinguals reap benefits. You might know that "good stuff" happens in bilingual brains - like increased [grey matter](). BUT, dual language immersion students won't always become fully bilingual. *What????* Sad…but true.

Despite promises that children can be "fluent by fifth grade," we know that developing FULL bilingualism in students not only takes **a lot of time**—an academic lifetime—but also requires sustained *meaningful* interaction. So, if we want children to experience these **POSITIVE** effects on the mind, we need to understand what **"advanced capabilities or competencies"** are - AND how students get there.

cognitive effects of bilingual competence

positive cognitive effects

advanced capabilities or competencies

neither positive nor negative cognitive effects

basic capabilities or competencies

negative cognitive effects

adapted from Paradis, Genesee, & Crago, 2011, figure 3.1

It's a long journey to really build students' second language proficiency. Whew - look at what it takes to reach **advanced—a lot of time** during those middle and high school years.

distinguished ⟹ 17th+

superior ⟹ 13th - 16th

advanced ⟹ 6th - 12th

intermediate ⟹ 3rd - 5th

novice ⟹ K - 2nd

Here's where it gets a little tricky.
You see, ACTFL developed a whole different set of descriptors to measure *STUDENT performance toward proficiency.* SO, **advanced** for students in K-8 is NOT the same. [**Take a peek**]().

American Council on Teaching Foreign

ACTFL exists to help educators or employers know how well a student or a potential employee will use a language. Each rating or "level" describes just how proficient an **adult** really is. You might think about the proficiency levels using this math analogy: **novice low** is to counting as **distinguished** is to solving calculus problems.

Here's another way to understand ACTFL proficiency ratings. Let's pretend you've taken high school and college French classes, studied in France for a few months and feel quite "fluent" — capable of using French better than a kindergarten student writes an opinion piece. You then decide to apply for a "bilingual" job position which requires an ACTFL rating on the resume. So, you take an ACTFL approved assessment and receive an **"intermediate high"** rating. This is what you'd [**write and sound**]() like.

Yeah…, once the person hiring saw your rating, you wouldn't even get an interview. Psssst..Go back to France for a year (or five) and REALLY engage with French, take the ACTFL test again and rate "**advanced high,"** [like this]().

Now, **GET that job!**

But how do ratings work for students whose brains aren't fully developed, you ask?

# dual language immersion program design + student outcomes

It takes A LOT of expertise to build and sustain a truly quality dual language immersion program!

Here's what we've learned in our twenty+ years of experience:

- You'll know how much the goal of bilingualism is valued by understanding the program design - check out the **early-total one-way** and **90-10 two-way** models addalingua has developed.

- Students won't graduate equally proficient in English and additional languages unless educational models provide SUFFICIENT quality time in the immersion or minority language ALL the way through **HIGH SCHOOL** (half the day **every** day) - hmmm… that's *way* more time than most U.S. programs currently offer. In fact, you might want to read the current research written by our addalingua academic advisory board members: study conducted by researchers, Dr. Tara Fortune and Dr. Diane J. Tedick, Based on this study, we can assume that immersion students in the U.S., even if participating in what are considered established "quality" programs, are only reaching that **intermediate proficiency** level we were talking about in our bilingual job position scenario. YIKES!

- More QUALITY time in the immersion language correlates with STRONGER academic performance on standardized assessments in ENGLISH for both home language speakers of English and Spanish. We know it sounds crazy, but it's true! Read the **FAQs** again! And study that **immersion program "to-do" checklist**.

- Strong leaders willing to work with immersion experts, educators who believe students can achieve bilingualism and INFORMED parents (YOU) are essential to making it all happen - oh, *and* QUALITY instructional and student materials designed specifically for the immersion language (not just translations).

- Knowledge is power. Respected psychologist and researcher Ellen Bialystok says, "Knowing more has never been a disadvantage when compared with knowing less." The **MORE** students "*know*" how to experience life through both languages, the better. Why? Because when you, as parents, KNOW it's *possible* for them to graduate with ADVANCED HIGH proficiency in the immersion language—given sufficient quality opportunities and TIME to do so—program leaders and educators will need to make sure their immersion program models, teaching practices, and promised student outcomes ALL align to that goal!

Now, go forth: **KNOW MORE** and say **NO MORE** to weak bilingual immersion educational models that are really only interested in English monolingualism—with a dash of minority or second language development thrown in. We told you we'd give it to you straight!
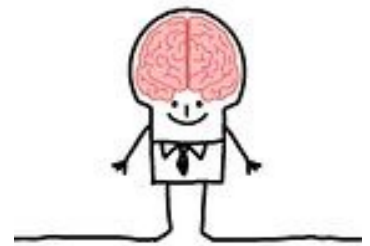
ACTFL intermediate writing and speaking examples

So, here's an example in English of how an ACTFL intermediate rated adult writes….

> email requesting a meeting
> My name is Pascal. I am a member of the accounting department. I work here since 6 years. I am in charge of audit of your company. Nice to meet you. This e-mail is the first contact of us. I want to know each other. Please let me know when you can attend a meeting. How about 12 Feb or 14 Feb? And Where do you hope to take place? Please asertain the agenda of meeting. Regard. Pascal

and speaks…
making travel plans
on the ACTFL website here.

hmmmmmmmm …not so bilingual…

So, that job you wanted? The minute your would-be employer saw this ACTFL rating on your resume, she would have passed you by….**BUT, that was all just a scenario. Whew!**

What is NOT a mere scenario, however, is the fact that students in dual language immersion programs are only reaching intermediate-high levels of proficiency by the end of EIGHTH grade!

And we know that INTERMEDIATE HIGH does **NOT** equate with sufficient bilingual competency to reap those positive effects and long-lasting brain benefits. Remember our proficiency and positive cognitive effects?

distinguished	17th+
superior	13th - 16th
advanced	6th - 12th
intermediate	3rd - 5th
novice	K - 2nd

cognitive effects of bilingual competence

positive cognitive effects

advanced capabilities or competencies

neither positive nor negative cognitive effects

basic capabilities or competencies

negative cognitive effects

adapted from Paradis, Genesee, & Crago, 2011, figure 3.1

ACTFL advanced writing and speaking examples

So, here's an example in English of how an ACTFL advanced rated adult writes….

Alejandro Sans

Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. As usual, Alejandro sang his most popular songs such as "El Alma al Aire" ("The Soul in the Air"), "Mi Soledad y Yo" ("My Lonelyness and I"), "Heroe" ("Heroe"), and more.

The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. The adrenaline of the fans was high with the romantic voice of the singer. Also, there were some lucky ones who were able to hold hands with their idol, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc.

Furthermore, the price of the tickets were from $85.00 to $300.00, and all the tickets were sold out a month ago. There is not doubt the Alejandro Sanz has won his fans' heart. Personally, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

and speaks…
autobiographical information
on the ACTFL website here.

Now we're talking some positive cognitive benefits!

adapted from Paradis, Genesee, & Crago, 2011, figure 3.1
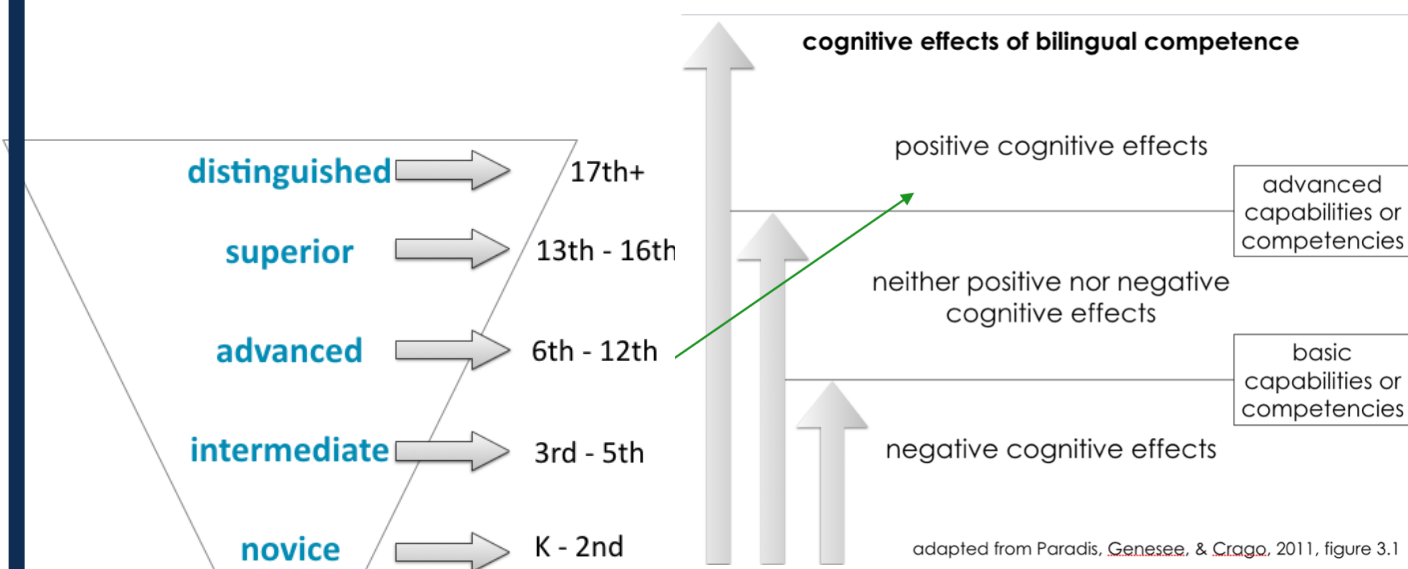
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quality program "to-do" list

convinced bilingualism is good for children?

make sure you choose a dual language immersion program that doesn't make promises like this… "Woohoo our students are fluent by fifth grade!"

Read this stuff first!
- **definition and goals**
- **key terms**
- **language proficiency demystified**

Doesn't it make more sense to choose a 50-50 model so my children spend MORE time in English?

Are my children really going to do as well as students in mainstream, English-only educational programs?

How will I know my children are performing at grade-level standards if I don't speak the immersion language?

50-50 what?
Check out **key terms**

grade-level standards?
Check out **language proficiency demystified**

still need more information?
Check out our FAQs **early-total one-way** and 90-10 two-way

quality program "to-do" checklist

This six point checklist will help you make an informed decision! addalingua encourages you to bring this list with you when exploring dual language enrollment options. Show program leadership. Ask questions.

☐ 1.Understand the definition and goals and program designs (early total one-way and 90-10 two-way). Not all immersion models have full bilingualism as their end goal. BEWARE if a program only seems concerned about outcomes on standardized measures in English. Use examples from language proficiency demystified to make sure educators have the same understanding of proficiency targets and literacy expectations as you do. Remember those bilingual brain benefits? They don't come without mature brains that are nearly equally proficient in two languages.

☐ 2. Look for early total one-way or a 90-10 two-way models with a clearly defined "immersion language only" policy & timeline. When students HAVE to stay in the language of instruction without relying on their first language to communicate, unknown vocabulary, proficiency in both languages grows. Describing an idea or concept for which a vocabulary word is not yet acquired STRENGTHENS students' learning capacity AND boosts their confidence in the second language! If educators are worried students will become frustrated when encouraged to use only the immersion language for long periods of time, then they haven't learned sufficient immersion pedagogy and need more professional development! Show them this video if educators disagree.

☐ 3. Inquire about specific language proficiency targets. Ask how the targets were determined and whether or not they align with the Common Core State Standards for Literacy at each grade level. Make sure student immersion language proficiency growth will be monitored and reported each year. Even if program leaders use the word "ADVANCED," make sure to clarify what they mean by this tricky word! Remember the difference between the ACTFL Proficiency Guidelines and the ACTFL Performance Descriptors for K-12 Learners. This is the ADVANCED description we're talking about: advanced level proficiency as measured by the ACTFL Proficiency Guidelines NOT the Performance Desriptors for K-12 Learners..

☐ 4. Expect high levels of language proficiency from the instructional staff. Ask if the program has a policy regarding language proficiency for their immersion teachers. An ACTFL rating of advanced high or above is key to teachers serving as strong language models for their students. If teachers do not have this level of proficiency, ask what the school's plan is to support their teachers' growth in the immersion language.

☐ 5. Determine how the program consistently integrates language and content. Because the goal of immersion education is to teach language through content, classrooms should boast language and content objectives. A quality program will have an instructional framework for ensuring grade-level common language objectives are valued throughout instruction.

☐ 6. Clarify the intended duration of the immersion program. Students' capacity to use language to speak, write, read and listen grows with their capacity to learn. Remember the writing samples from K and 5th grades in language proficiency demystified? Studies have shown that without sufficient time and intensity in the immersion language, student proficiency plateaus and may actually decline. Programs without robust course and time requirements in the immersion language after fifth grade will not graduate students with full bilingual capacity.

11

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early-total one-way program

addalingua articulation: early-total one-way

grade level	percentage of instructional time	
	Spanish	**English**
preschool	100%	0%
kindergarten	100%	0%
first grade	100%	0%
second grade	100%	0%
third grade	93%	7%
fourth grade	90%	10%
fifth grade	85%	15%
sixth-twelfth grades	50%	50%

*L2 = Second Language (Spanish)
Note: For more information regarding English instruction see **addalingua English literacy instructional guidelines: early-total one-way**

addalingua articulation:
early-total one-way

entry requirements
All students are capable of learning and achieving in dual language immersion educational settings provided the school or district is able to provide necessary support when needed. Research continues to demonstrate that children with diagnosed learning disabilities or primary language impairments can benefit from learning in two languages (Thomas, Collier, V. and Collier K., 2012). Children coming late to early-total programs, however, may have difficulty depending on circumstances.

addalingua suggests that administration allows students to enter the program until the second half of the first-grade year. Students joining after this point (with no prior exposure to the L2) will have difficulty keeping pace with students who have already received initial literacy instruction and have acquired substantial vocabulary in the immersion language. Based on student specific intake information such as home language, prior education, exposure to other languages, etc., however, administration, point people, or other stakeholders may choose to make exceptions.

growth
Each year, the dual language immersion context strand/program adds a new grade level, as the "pioneer class" completes the current grade and progresses to the next level.

secondary continuing
If districts and schools adhere to the **addalingua dual language immersion models**, students generally reach the intermediate high to advanced stage of receptive and productive L2 proficiency (according to *ACTFL Performance Descriptors for Language Learners, 2012, AAPPL*) at the end of fifth-grade. Beginning in sixth-grade and continuing through high school, immersion students enter the secondary continuing phase of immersion education.

secondary continuing…
In the primary grades, students master enough language pertaining to content areas, in order to linguistically support the academic demands required for post-primary learning.
- Research is beginning to suggest that at this level of language proficiency, students need (at the minimum) three courses per day in the L2 in order to ensure that they have the linguistic capacity to keep pace with the cognitive load required by content. Moving from Advanced Low to Advanced High (ACTFL, 2012) requires careful articulation, combining integration of content with a systematic exposure to communicative functions and accompanying language structures within varied socio-cultural settings (use of authentic texts and experiences).
- Many secondary immersion programs offer courses in Social Studies and Language Arts in the second language. Course content delivered in the immersion language may rotate throughout the years of middle school and high school based on qualified teacher availability.

*see secondary continuing parent handbook insert for more information

addalingua English instructional guidelines: early-total one-way

In accordance with research surrounding literacy development in multiple languages, addalingua advocates introducing literacy in the immersion language before introducing formal instruction in the primary language (English).

The following guidelines are based on experienced dual language immersion teachers' recommendations. Notice that "chunking" the English times (keeping the same number of required minutes) is often preferable as teachers can then provide more in-depth instruction. **These guidelines include slight time adjustments, taking into consideration minutes spent in English for specials such as art, physical education, and music**.

Teachers and administrative staff determine which three days out of a five-day week the students receive instruction in English in grades three through five, depending on weekly schedules.

Spanish

addalingua recommends beginning formal English instruction in third grade for early-total one-way educational models. At this point, students will have received initial literacy instruction in the immersion language, and many will have already transferred these skills to their L1, reading at or above grade level in both languages.

addalingua English instructional guidelines: early-total one-way

important note regarding reading in English:

- Teachers provide literacy-based scaffolds to students who are reading in English below the grade-level benchmark. For instance, depending on each student's need, the teacher might:
    - more extensively activate prior knowledge to support students' comprehension of an area text
    - create an additional personalized student word wall for student reference while writing
    - provide different levels of text about the same content area topic
- The separation of languages and the Language of Instruction Only Policy & Timeline stands across all grade levels for all students.

third-grade (Spanish)

DAY ONE - 55 minutes 20-25 min. focused ESS 20-25 min. focused ESS within content teach all content through ESS lens	DAY TWO - 55 minutes 5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	DAY THREE - 55 minutes 20 min. focused ESS teach all content through ESS lens
• Introduce differentiated Words Their Way sorts (completed at home) • Introduce four-part Word Wall • Teach Language Structure mini-lesson within content • Introduce Word Study & Mechanics within content • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Discuss academic vocabulary meaning • Assess or check differentiated Words Their Way sorts (optional) • Teach content through ESS lens

- Students receive 2 hours and 45 minutes of English instruction each week.

addalingua English instructional guidelines: early-total one-way

fourth-grade (Spanish)

DAY ONE - 60 minutes 20-25 min. focused ESS 20-25 min. focused ESS within content teach all content through ESS lens	**DAY TWO - 60 minutes** 5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	**DAY THREE - 60 minutes** 20 min. focused ESS teach all content through ESS lens
• Introduce differentiated Words Their Way sorts (completed at home) • Introduce four-part Word Wall • Teach Language Structure mini-lesson within content • Introduce Word Study & Mechanics within content • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Discuss academic vocabulary meaning • Assess or check differentiated Words Their Way sorts (optional) • Teach content through ESS lens

- Students receive 3 hours of English instruction each week.

fifth-grade (Spanish)

DAY ONE - 60 minutes 20-25 min. focused ESS 20-25 min. focused ESS within content teach all content through ESS lens	**DAY TWO - 60 minutes** 5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	**DAY THREE - 60 minutes** 5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	**DAY FOUR - 60 minutes** 20 min. focused ESS teach all content through ESS lens
• Introduce differentiated Words Their Way sorts (completed at home) • Introduce four-part Word Wall • Teach Language Structure mini-lesson within content • Introduce Word Study & Mechanics within content • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Discuss academic vocabulary meaning • Assess or check differentiated Words Their Way sorts (optional) • Teach content through ESS lens

- Students receive four hours of English instruction each week.

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L2 only timeline

addalingua articulation:
90-10 two-way

entry requirements
All students are capable of learning and achieving in dual language immersion educational settings provided the school or district is able to provide necessary support when needed. Research continues to demonstrate that children with diagnosed learning disabilities or primary language impairments can benefit from learning in two languages (Thomas, Collier, V. and Collier K., 2012). Children coming late to early-total programs, however, may have difficulty depending on circumstances.

The last point of entry into the dual language immersion program is the second half of the first-grade year for English dominant speakers unless otherwise approved through assessment of L2 proficiency. Students joining after this point may easily become frustrated and overwhelmed, because the longer-term students have acquired substantial vocabulary - due to the number of hours spent in the language, including literacy instruction. If potential L1 dominant students have already spent significant time in the second language, either abroad or in their own home, however, administrators/point people may consider making exceptions. Spanish dominant students may enter the program after first grade based on evaluation of skills in both languages.

growth
Each year, the dual language immersion context strand or program adds a new grade level, as the "pioneer class" completes the current grade and progresses to the next level. Careful planning in the present (registration considerations; wait lists; balance of L1 and L2 dominant students, staff and community educational events, etc) allows the program to flourish while also ensuring the district as a whole remains unified and working toward a common mission and vision.

secondary continuing

If districts and schools adhere to the **addalingua dual language immersion models**, students generally reach the intermediate high to advanced stage of receptive and productive L2 proficiency (according to *ACTFL Performance Descriptors for Language Learners, 2012, AAPPL*) at the end of fifth-grade. Beginning in sixth-grade and continuing through high school, immersion students enter the secondary continuing phase of immersion education.

secondary continuing…
In the primary grades, students master enough language pertaining to content areas, in order to linguistically support the academic demands required for post-primary learning.
- Research is beginning to suggest that at this level of language proficiency, students need (at the minimum) three courses per day in the L2 in order to insure that they have the linguistic capacity to keep pace with the cognitive load required by content. Moving from Advanced Low to Advanced High (ACTFL, 2012) requires careful articulation, combining integration of content with a systematic exposure to communicative functions and accompanying language structures within varied socio-cultural settings (use of authentic texts and experiences).
- Many secondary immersion programs offer courses in Social Studies and Language Arts in the second language. Course content delivered in the immersion language may rotate throughout the years of middle school and high school based on qualified teacher availability.
- ***see secondary continuing parent handbook insert for more information**

addalingua L2 ONLY timeline

three-school/preschool

- Because preschool is most children's first introduction to a school environment, the addalingua preschool curriculum lays out very clearly how a teacher should introduce the second language, without eliciting fear in students. For example, during the first three weeks of school, teachers explain classroom routines and directions first in English, reserving Spanish for actual content instruction. After the first three weeks, when routines are firmly established, the immersion educator uses the target language exclusively.

- Experienced immersion preschool teachers created the addalingua curriculum to encompass all of the important immersion teaching strategies - visuals, realia, physical movement, songs, rhymes, stories, puppets, hands-on experiences - not only to meet National Head Start standards, but also to aid in the acquisition of the second language. Children who begin second language learning at a young age intuitively understand that language has a purpose and is used to negotiate meaning and to communicate effectively. By the end of the preschool year, therefore, students often associate the school experience with the L2 and realize that language is a cognitive tool used to make meaning of the world around them.

- After the first three weeks of school, the teachers speak only in Spanish to their students but accept answers in either the L2 or English. This stage of language acquisition emphasizes comprehension rather than production.

kindergarten through fifth grade

- The addalingua model takes advantage of every single opportunity to increase dual language immersion students' vocabulary and structural knowledge of the target language and, when appropriate, the majority culture language (English). For this reason, educators speak to the children almost exclusively in the language of instruction as defined by the 90-10 model. When instructing in English, teachers must stay in English. When instructing in Spanish, teachers must stay in Spanish.

- Before children are able to understand every word in the target language, however, immersion teachers may need to revert to English when safety issues are involved. By asking a colleague from the traditional program to review safety rules or by making an extremely obvious transition from L2 to English (miming taking off their Spanish hats or brains and putting on their English ones for a short period of time), educators can protect the "Spanish Only" environment without any risk to students.

- In cases when students require individual discipline or special comforting (illness or injury) in kindergarten and first grade, teachers may take them aside and speak in English without disrupting the "Spanish or English only" environment. However, addalingua suggests remaining in the L2 during these times as well so that students perceive the minority language as one through which they can communicate regardless of emotional and psychological state and within a variety of social interactions.

addalingua L2 ONLY timeline

teacher and student communication

teacher to student – Beginning in preschool and continuing through kindergarten, immersion students start to associate specific environments and people with either L2 or English. It is important to establish school and immersion staff as the target language environment and people respectively.

student to teacher – Ultimately, immersion students have the language ability to speak exclusively in Spanish or regarding content-related topics (see "*unit overview- proficiency expectations*"). However, this requires extended periods of time as mentioned above.

- **kindergarten** – At the beginning of the year, teachers will accept questions and answers from students in English. Many times, the teacher will then rephrase using the target language or prompt students to use the words in Spanish they have already internalized. After four weeks of instruction, teachers will introduce the "Circumlocution Game," encouraging the students to use only Spanish when communicating, even if they only verbalize one or two vocabulary words to express meaning. Having introduced the circumlocution game, explained incentives, and practiced throughout two weeks of instruction, the teachers begin to hold students accountable to using only Spanish after six weeks of instruction. Teachers should also encourage students to accept help from others when negotiating meaning without reverting back to their more extensive English vocabulary. Using the target language consistently during authentic communication ensures students grow in their proficiency. In playing the "circumlocution game," students begin communicating only in Spanish to the teacher after six weeks of instruction. Each time the class conveys meaning in the target language, the students gain confidence and feel able to speak more and more in the L2.

- **first grade** – Spanish from student to teacher expected after four weeks of instruction

- **second grade** – Spanish from student to teacher after the first day of school

- **third, fourth, and fifth grades** – Spanish from student to teacher on the first day of school

addalingua L2 ONLY timeline

peer communication

student to student – If dual language immersion staff does not create an environment in which the classroom is Spanish only, most students will use their most natural form of communication – English (native language). For most students, the classroom is the primary setting for acquiring the target language. For this reason, they need to become comfortable speaking with and in front of peers.

- **kindergarten** – Spanish amongst peers beginning after ten weeks of instruction

- **first grade** – Spanish amongst peers beginning after five weeks of instruction

- **second grade** – Spanish amongst peers beginning after the first day of school

- **third, fourth, and fifth grades** – Spanish amongst peers beginning the first day of class

addalingua frequently asked questions: community

Our **addalingua educational models** regard family members as partners in the endeavor to educate students in an immersion setting. The following **frequently asked questions** speak directly to families choosing **addalingua dual language immersion** for their children.

Why is dual language immersion most effective beginning at a young age?

- Babies are born as "world citizens," able to distinguish any sound in spoken language.
- Toddlers learn through interaction with their families and their immediate surroundings (Vygotsky, 1978).
- School-age children make sense of new concepts by relating those new concepts to what they already know.
- The human brain is more open to linguistic development prior to adolescence and students therefore more easily attain higher levels of proficiency and more native-like pronunciation.
- Research suggests that learning a second language allows students to more easily attain additional languages.

Why is Spanish a good choice for an immersion language?

- In the United Sates, 1 in 7 persons is Hispanic.
- By 2020, Hispanics are expected to account for half of the growth in the United States' labor force.
- Spanish is the second most widely spoken language in the world.
- Spanish is a "gateway" language that allows students to learn the syntax and and orthography of a Latin-based or Romance language, thus fostering metalinguistic awareness and allowing students to more easily master academic vocabulary in English, of which many have latin origins (the Spanish word ***mal*** **=** evil/bad —>***mal***icious, ***mal***ign, ***mal***evolent**)** (Nagy & Townsend, 2012).

How can I support my children at home if I don't speak the target or immersion language?

- The single most important activity families of immersion students can do to aid in their children's education is READING ALOUD IN ENGLISH (***or the primary home language***). This does NOT mean you need to teach your children to read. As long as families commit to reading to their children in English (or home language) and exposing them to the language in a variety of social settings, they can trust the addalingua dual language immersion model to ensure their children will read at or above grade level in the immersion language and in English.

addalingua frequently asked questions: community

Why does the addalingua dual language immersion model insist on teaching students to learn to read and write in the target language before English?

- Most children growing up in homes in which at least one parent is a native English-speaker, within the United States, acquire English syntax (structure/grammar) and basic vocabulary through interaction with caregivers, relatives, and media by the time they are of school age.

- Because of time spent in the English language (or primary language in two-way models) at home, the classroom can then become the environment in which immersion students expand their L2 vocabulary and acquire L2 syntax. Interactive classroom read-alouds and guided reading groups allow immersion students to add to vocabulary they have already acquired by listening and responding to their immersion teachers during class time.

- Reading skills such as learning to scan sentences from left to right, decoding (looking for phonetic or semantic clues - finding parts - such as prefixes, suffixes, radicals, or characters within words), or deciphering meaning from context are all "transferable" between many languages. Students who learn to read first in Spanish or transfer those same skills to the majority culture language of English and are ultimately able to then attain grade-level reading competency in two languages rather than just one.

Why would families choose the addalingua dual language immersion model as an educational option?

- Research shows that children are able to easily learn one, two, or multiple languages early in life.

- Learning more than one language gives children cognitive advantages and increases cultural awareness.

- Intensive, well-constructed additive bilingual programs (dual language immersion) often will: "Ensure the highest test scores in all subjects; research has found the higher the proficiency in a second language the higher the child's test scores will be in English reading and writing, math, and science" (Howe, 2012).

How can I support the administrators, teachers, and school board members partnering with addalingua and articulating dual language immersion educational models?

- Because language immersion is a unique educational option in most communities, families have many questions that require answers. While going to other families whose children are enrolled in this type of educational setting to share experiences and find support can be invaluable, it can also lead to miscommunication and misunderstanding.

- WHENEVER doubts, concerns, or questions arise, go directly to your children's teacher or addalingua program administrator for answers.

addalingua frequently asked questions: community

How can I prepare my children to enter an addalingua dual language immersion program?

- Tell your children what to expect. Help them to understand that "going to school" means learning another language along with all the other interesting skills they will gain (reading, writing, spelling, etc…).

- Explain to your children that they will NOT understand every word their teacher is saying when first entering the immersion classroom. Explain that over time, perhaps without even being aware, they will understand and even begin to use the immersion language themselves. For now, encourage your children to think of the first few weeks of school as a game – observing the teachers and then following their lead.

- BE POSITIVE. It is natural for many children to resist leaving you upon beginning school, regardless of whether or not the classroom they enter dual language immersion. Many preschool students cry initially and are perhaps more reserved at school as they process the "newness." Behaviors such as crying and/or acting shy are often extremely normal responses.
  - o Students who enter the program in kindergarten and first grade may have the same types of responses. Because the brain is "exercising" more, as children initially begin to acquire a second language, many students will cry and adamantly oppose the added "work." Even students who have begun the program in preschool may struggle in kindergarten and/or first grade, as they adjust to being immersed in their second language for longer periods of time.
  - o Your positive attitude will make a huge difference to your children. Immersion students observe their parents' responses to the program and eventually adjust their attitudes accordingly. Students who receive regular encouragement and assurance from their parents that learning a second language in an immersion setting is the right choice for their family, ALWAYS settle into the program.
  - o The same children who resist an immersion experience at the beginning are often the ones who are vocally grateful for their ability to speak a second language in the higher grade levels.

How can I help key people in our family's life understand our decision to choose the dual language immersion as an educational option?

- Educating the people of influence in the lives of children (grandparents, older siblings, extended family, close friends) regarding dual language immersion research, specifically how different dual language immersion models address children learning to read in both English and the immersion language, is critical. Many people in the United States have not had a positive experience with learning a second language. It is important for them to understand that immersion is a more effective way to learn additional languages and in NO WAY undervalues the importance of being educated in English.

- Inviting these people to informational meetings and to observe in your children's immersion classroom, allows them to truly understand the process of learning a second language while also reassuring them that your children are receiving a quality education.

- Allowing your children to read to concerned grandparents or other adults in both the immersion language and English can also greatly alleviate worries. Even those who are initially adamantly opposed to the idea of immersion often take great delight in your children's language skills upon being read to, attending an informational meeting, or visiting an immersion classroom.

addalingua frequently asked questions: community

What do I need to understand about my children's addalingua dual language immersion experience?

- Just as toddlers learning their native language, immersion students pass through "stages," as they acquire their second language. As children connect learning in an academic environment with the immersion language, they are able to comprehend and gradually produce more of their ideas and thoughts in not only the target language, but also their primary language.
- Children learning another language in an **addalingua dual language immersion program** intuitively understand that language is the means through which they communicate with real people in real-life situations. Immersion students typically will ***not*** "perform" on cue when asked by family members to "say something" in Spanish.
    - o Many families of immersion students share concerns about their children never using their second language in the home or when prompted, only to be amazed when hearing their children revert to the target language upon encountering a native Spanish-speaker in the community.
    - o REMEMBER: your children "switch" languages almost automatically, depending on their environment (classroom or real-life context) and with whom they are speaking.
    - o In the initial stages of language acquisition, immersion students may not be able to share what they learned in school. In preschool through a large portion of second grade, most immersion students are unable to directly translate or interpret concepts learned in school for their parents in the non-immersion language. Because immersion students are learning content and their second language simultaneously in an interactive academic and social setting, they do not learn direct translations as in some more traditional world language instructional settings. As students cognitively develop, however, they are more and more able to address new concepts in either language.

Will immersion teachers assign my children homework in Spanish?

- Whenever possible, the **addalingua educational models** suggests sending homework in English (or Spanish based on the home language) so that parents can participate in helping their children when they do not speak Spanish/English.
- Throughout the initial literacy process (K-2nd grades), immersion teachers send books home with their students so that they can hone reading skills by practicing outside the classroom. A parent or caregiver can sit next to children learning to read in **any** language and encourage them. Asking your children to act as the "teachers" or "experts" in the Spanish language gives them confidence. They appreciate having knowledge about something you might not.
- As dual language immersion students progress through the grade levels, teachers may assign some homework in Spanish. However, the concepts the homework entails are clearly laid out in English via newsletters or email explanations. In this way, parents understand assignments their children must complete and the subject content areas being covered.
- Once dual language immersion students attain middle and high school grade levels, they receive most subject content instruction in English. In this way, as students' workload and level of difficulty increases, parents are able to help.

addalingua frequently asked questions: community

How will my children be assessed in subject content areas and reading?

- Because language learning in a dual language immersion context is accomplished through the instruction of subject content, the assessments used in mainstream programs may be adapted to accommodate the immersion language or be given in English in third through secondary grades. When schools implement a dual language immersion strand in addition to an existing mainstream program, assessments (tests, report card results, etc.) should remain parallel with the only differences being those required due to the unique characteristics of the L2 (Spanish or English).

- Most families are concerned with their children's reading progress in English. The addalingua educational model suggests benchmarking immersion students' reading levels in Spanish until they reach the grade level in which formal English literacy instruction is introduced. Educators can then assess students in both English and Spanish reading. However, for those students who seem to struggle in specific areas of learning, addalingua recommends Dynamic Assessments in BOTH languages (and in any other language the student is exposed to in the home). In this way, resource room and immersion staff can work together to determine what type of learning strategies are necessary to help those struggling students succeed.

- addalingua partner schools also implement grade-level performance toward proficiency aalpas (addalingua performance assessments) at each grade level in the fall and spring. aalpas allow teachers to measure growth in the immersion language across modes of communication: interpersonal, presentational, and interpretive in order to inform instruction and in order to help students set language use targets. Dual language immersion program point people and/or instructors may also use the student-specific information from the aalpas to share with parents during parent-teacher conferences.

    o In addalingua's home base school, most first and second grade students who are reading at high levels in Spanish (literacy requires more time) begin to transfer reading skills to English and are reading at or above grade level by the end of second grade.

    o Research consistently shows that children who begin reading at an early age will do so REGARDLESS of the language (Spanish or English). Conversely, students who progress more slowly will do so REGARDLESS of the language as well.

    o REMEMBER, because immersion education is still a relatively new educational option for many families and does not always feel comfortable, it is easy to fault the program model (dual immersion) for any learning difficulties your children face. The vast majority of the time, when your children struggle with a concept it is NOT due to the fact that they are learning in Spanish rather than English.

    o Partnering with the immersion staff and resource room specialists as they observe, evaluate, and implement strategies to support struggling learners is key to children's academic success regardless of language of instruction.

    o For more information, addalingua references: *Struggling Learners and Language Immersion Education: Research-based, Practitioner-informed Responses to Educators' Top Questions* by Tara Fortune and Mandy Menke.

addalingua frequently asked questions: community

What is a secondary continuing dual language immersion program?

- Many secondary immersion programs offer courses in Social Studies and Language Arts in the second language. Courses may rotate throughout the years of middle school and high school based on qualified teacher availability and areas of specialization. Any required content course may be offered in the L2, as long as there is integration of form-focused instruction and many opportunities for extended discourse.*

*see "secondary continuing parent handbook insert"

Why is it important to maintain an uninterrupted course of study in the immersion language throughout the primary and secondary academic years?

- Program integrity involves clear, well-planned L2 instruction during content area instruction and ensures students' linguistic capacity supports the increasing cognitive demands required by each new grade level.
- Two key elements foster second language acquisition and learning:
  - o time (continuous K-16)
  - o intensity (intentional focus on second language development throughout content area instruction)
- Research conducted in traditional educational settings suggests that students lose a majority of their learning during the summer months. This reality shapes the spiral nature of curriculum design and builds review of prior grade-level content into the first half of each new year. Students, though perhaps not engaging with math, social studies, or science content directly, are still using language throughout the summer to converse, read, and write.
- Most immersion students, however, do not typically interact consistently with their second language apart from intentional classroom instructional time. Consider a pie chart and the amount of time students spend engaging in both the immersion and their home languages. Taking into account specials, school-wide events, and daily morning and evening routines within the home, immersion student classroom instructional time is extremely limited, albeit key to gaining proficiency (time). Without taking advantage of every minute, language development in the L2 will not keep pace with the cognitive demands required by new grade-level content (intensity).
- "For both native English speakers and second language learners, learning academic uses of language is a lifelong endeavor...Though much vocabulary and syntax may be acquired through informal interaction, the range of academic-language skills...must not be left to chance encounters; it must be developed continuously and taught explicitly across all subject areas" (Dutro & Moran, 2003, p. 230).
- Based on research and experience, addalingua strongly recommends that dual language programs require consistent, sustained enrollment. addalingua suggests that students who exit the program for six-twelve months, must participate in performance and proficiency testing processes (reading benchmarking, AAPPL, writing sample) and score within the grade-level target range in order to re-enter the program.

addalingua Spanish letter *sound* "cheat sheet"

A a   ah (as in fa, la, la)

B b   similar to English B

C c   *two different sounds*
- similar to English C (followed by a, o, u)
- similar to English S (followed by e, i)

D d   similar to English D

E e   ay (as in say)

F f   similar to English F

G g   *two different sounds*
- similar to English G (followed by a, o, u)
- similar to English H (followed by e, i)

H h   silent

I i   ee (as in bee)

J j   similar to English H

K k   similar to English (hard) C

L l   similar to English L

M m similar to English M

Ñ ñ   similar to "ny" in canyon

O o   oh

P p   similar to English P

Q q   similar to English C

R r   *two different sounds*
- rolled at the beginning of a word
- soft and not rolled in the middle of a word

S s   similar to English S

T t   similar to English T

U u   oo (as in boo)

V v   similar to English B (soft)

W w similar to English W

X x   similar to English X (like in exit)

Y y   *two different sounds*
- similar to English J when part of a word
- ee when alone

Z z   similar to English S (in Latin America)

formerly included letters:

ch similar to English CH (as in chip)

ll similar to English Y (as in yet)

N n   similar to English N

addalingua Spanish syllables "cheat sheet"

Vowels

A a   ah (as in "fa, la, la")
E e   ay (as in "say")
I i   ee (as in "bee")
O o   oh (as in "boat")
U u   oo (as in "boot")

M

ma	mah
me	may
mi	me
mo	mo (as in "most")
mu	moo (as in "moon")

L

la	la (as in "fa, la, la")
le	lay
li	Lee
lo	low
lu	loo (as in "loon")

P

pa	pah
pe	pay
pi	pea
po	poe
pu	pooh

D

da	dah
de	day
di	Dee
do	doe
du	do

S

sa	sah
se	say
si	see
so	so
su	Sue

N

na	nah
ne	nay (rhymes with "say")
ni	knee
no	no
nu	new

addalingua ten ways to encourage reading

1. Visit the library with your children.
2. Read out loud to your children daily in order to build their English vocabulary.
3. Listen to books on tape.
4. Create a special reading nook in your home.
5. Find the book of a favorite video.
6. Subscribe to children's magazines (*http://www.pipamag.org/, or VeinteMundos*). For more specific ideas see SUMMER SUGGESTIONS.
7. Give books as gifts.
8. Choose (or let your children choose) books of their interests.
9. Limit television, videos, and computer games.
10. Introduce series books or books of a favorite author. (Henry & Mudge, Clifford, Franklin, etc.)

addalingua strongly encourages parents to READ ALOUD to children in your L1 (English or other), in order to increase exposure to vocabulary and syntax.
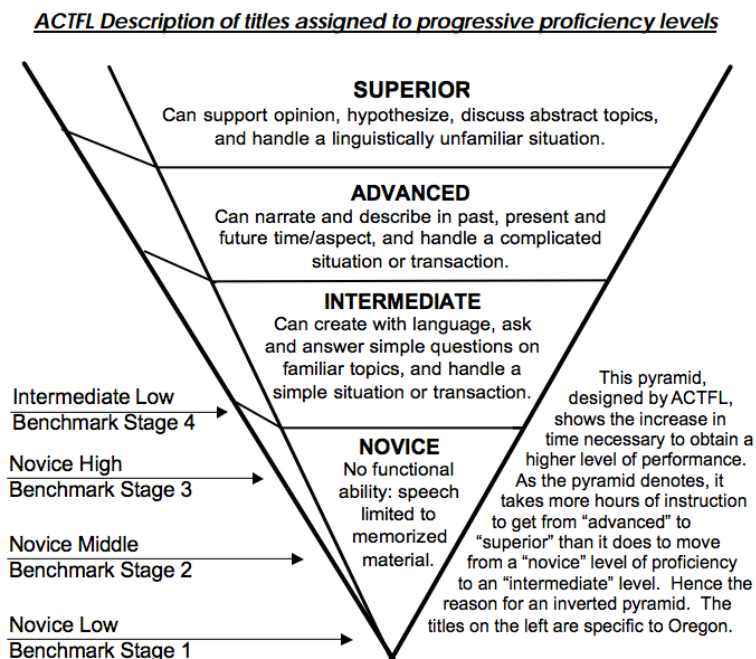
add a lingua

secondary continuing: dual language immersion

addalingua rationale: secondary continuing dual language immersion

In districts or schools that have adhered to the **addalingua dual language immersion model** and the **addalingua program layout,** students generally reach the advanced stage of receptive and productive language proficiency (according to ACTFL Performance Guidelines for K-12 Learners) at the end of eighth grade. Beginning in the ninth grade and continuing through twelfth, dual language immersion students enter the **secondary continuing dual language phase** of their immersion education.

- In the primary grades (K-5), students master enough language syntax (grammar) and phonology (sounds), as well as age-appropriate vocabulary pertaining to content areas, in order to linguistically support the academic demands required for secondary learning. At the middle school level (6-8th grades), students continue to practice mastered language syntax and phonology to interpret language (written and spoken) and to present themselves (written and spoken) in both formal and informal ranges at a deeper level, reflective of their cognitive abilities at the middle school age.

- To progress within the **ADVANCED** ranges (ACTFL, low, mid, high) requires *significantly more time* spent in the language (see ACTFL Inverted Pyramid, below) than for students to move within the novice and intermediate ranges. Students are working between the upper intermediate and within the advanced range during middle and high school, a time when *students receive fewer content classes taught in the target language*. Because of conflict, courses in the target language must be carefully articulated in a program which integrates content with a systematic exposure to language function and structure.

ACTFL Description of titles assigned to progressive proficiency levels

SUPERIOR
Can support opinion, hypothesize, discuss abstract topics, and handle a linguistically unfamiliar situation.

ADVANCED
Can narrate and describe in past, present and future time/aspect, and handle a complicated situation or transaction.

INTERMEDIATE
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

Intermediate Low
Benchmark Stage 4

Novice High
Benchmark Stage 3

Novice Middle
Benchmark Stage 2

Novice Low
Benchmark Stage 1

NOVICE
No functional ability: speech limited to memorized material.

This pyramid, designed by ACTFL, shows the increase in time necessary to obtain a higher level of performance. As the pyramid denotes, it takes more hours of instruction to get from "advanced" to "superior" than it does to move from a "novice" level of proficiency to an "intermediate" level. Hence the reason for an inverted pyramid. The titles on the left are specific to Oregon.

Inverted Pyramid Showing Major Levels of ACTFL Rating Scale

addalingua rationale:
secondary continuing
dual language immersion

The addalingua three-course sequence is designed to make explicit connections between the immersion language and English so that students increase speaking, reading, listening, and writing skills in both languages, at a time in their development when they are cognitively ready to do so at a deeper level.

A collaborative approach between immersion teachers and teachers from partner departments ensures that instruction reinforces learning expectations and promotes the immersion student's ability to think critically about issues within and across cultures.

Participation in three interconnected courses will:

- increase student awareness of 21st century issues based on a wider knowledge of history and culture.
- allow students to analyze language in a way that helps them practice writing and refine important writing skills (in both languages). Knowledge acquired in the L & L course will transfer between languages.
- build academic vocabulary essential to success on college entrance exams as over 70% of academic vocabulary used in high school and college texts has Latin roots. Because Spanish is a romance language (Latin-based), which will allow immersion students to increase their vocabulary in English as their knowledge of Spanish increases. FOR EXAMPLE:
    - MAL = evil or bad in Spanish
    - The words MALICIOUS, MALIGN, AND MALEVOLENT all contain the latin root "mal" meaning "evil or bad." Explicitly teaching the meaning of common roots, prefixes, and suffixes promotes metalinguistic awareness and improved literacy skills.

addalingua 6th - 8th grade
recommended sequence of courses

course one

<table>
<tr><td rowspan="2">6th
7th
8th</td><td>

Dual Language Immersion Language and Literacy (SI 6, SI 7, SI 8)
- designed to take the place of English Language Arts and to meet Common Core State Standards
- requires a full year of study
- suggests ongoing collaboration between English Language Arts mentor teacher and the immersion teacher
- requires a collaborative approach with teachers of the **Content** and **21st Century Global Competence Skills** courses
- provides authentic literature and informational media prepared by or for the Spanish-speaking community, connecting with global issues and themes
- contextualizes the four language skills of *reading, writing, speaking* and *listening*
- fosters a project-based instructional setting which allows students to collaborate and engage in the processes of higher-order thinking and contrastive analysis
- connects thematic content (history and geography, traditions, the arts, and daily life) to geographical regions where Spanish is spoken, and which rotate through 6th to 8th grades
- includes explicit cross-linguistic comparisons and opportunities for students to write and read in English when an interdisciplinary, interconnected program team approach is taken.
    - For example, Language Arts and Social Studies teams (whether teaching students in the immersion language or English) benefit from sharing instructional approaches that teach different text types and guide students to become aware of the grammar structures and vocabulary characteristic of specific genres.
    - Additionally, dual language L & L immersion instructors should work with mainstream content colleagues to help ensure immersion students are writing across the curriculum in both Spanish (the immersion courses) and English (mainstream courses)

grade-level differentiation: geographical focus
- 6th grade
    - Hispanics in the U.S.
    - Mexico
- 7th grade
    - Spain
    - Central America
- 8th grade
    - South America
    - Caribbean

</td></tr>
</table>

addalingua 6th - 8th grade
recommended sequence of courses

course two

	Exploring the World: Social Studies (or other content area)
	• delivers Social Studies (or other content area as selected by the school) through the medium of the immersion language
	• requires a full year of study
	• suggests ongoing collaboration between Social Studies (or other content course) mentor teacher and the immersion teacher
6th **7th** **8th**	• requires a collaborative approach with teachers of the **Dual Language Immersion Language and Literacy** and **21st Century Global Competence Skills** courses
	• integrates practice writing various text types across the curriculum
	• applies project-based learning through which students actively engage in solving problems relevant to their communities and the world
	• fosters explicit cross-linguistic comparisons between the immersion language and English IN and THROUGH the immersion language as students explore through *discussing, reading, and writing* a variety of text types and genres
	• merges language and content objectives through the use of the addalingua integration platform

course three

	21st Century Global Competence Skills
	• designed to foster students' metalinguistic awareness through comparing languages and cultures
	• requires a full year of study
	• integrates interdisciplinary learning from various content areas
	• assumes a collaborative approach with teachers of the **Language and Literacy** and **Content** courses
6th **7th** **8th**	• meets a variety of content area standards as students dissect language in order to more accurately construct and convey meaning on a variety of topics through a wide range of project-based learning opportunities
	• fosters student awareness of their native language and culture by analyzing a variety of language systems and accompanying cultures
	• prepares students to: investigate the world, recognize perspectives, communicate ideas, and take action
	• allows middle school staff and students to meet grade-level content standards while engaging in interdisciplinary collaboration designed to move students through the global competence matrix:
	http://www.edsteps.org/ccsso/SampleWorks/matrix.pdf

addalingua
frequently asked questions
secondary continuing immersion (middle & high school)

why is it important for my child to continue dual language immersion education into middle and high school?

- *Time in the language* and *intensity of instruction* are the two key elements which foster second language acquisition and learning. As students continue to grow cognitively, they become ready to deepen their linguistic understanding and abilities. Time away from the language, or stopping the program entirely, will cause a student's linguistic ability to fossilize and most likely diminish. A student who does not continue past the fifth grade level will have the linguistic ability of a fifth-grader. The addalingua educational model ensures that students receive INTENSE instruction which follows an articulated sequence of learning within specific courses. The number of courses allows sufficient TIME in the immersion language to support proficiency goals and learning outcomes appropriate to middle school students.

what if my child decides that he/she does not want to participate in the secondary continuing phase of immersion?

- In the elementary years, dual language immersion education is, in most cases, elected for children by parents or caregivers. Parents of middle school students will also likely make curricular path decisions for their own children. During the middle school years, however, adolescent students are encouraged to begin to take ownership of these choices. Some students may push back against dual language immersion education as adolescents often do not want to appear different from their "mainstream" peers. This may be due to their developmental stage, involving exploration of identity which is closely connected to language and culture (Potowski, 2004).

- As parents or caregivers, it is important to keep a bigger picture in mind, especially regarding the research surrounding dual language immersion student outcomes. Help adolescents understand the importance of growing in their immersion language as they grow in maturity. Ask them to consider the analogy of a mountain and a mountain climber, explaining that as immersion students, they are "climbers" who have scaled the base of a vast mountain (learning a second language), and that during middle and high school, they will be able to "summit" ONLY if they take all required dual language immersion classes. Continue the analogy by asking your children to picture being several hundred feet away from a mountain summit they have put hours of training and practice into reaching. Pause and ask them if they will turn around and walk back down the mountain because no one else was going to the top or if they will choose to summit and reap the benefits of a glorious view and sense of accomplishment (ability to communicate in all different circumstances, potential college credits, study abroad, and future employment opportunities).

- Teachers will work diligently to make instruction relevant to a teen while following **articulated sequences of content and immersion language standards** and establishing meaningful connections to an adolescent's world via engaging media, informational and literary mentor texts, and a project-based instructional setting. Families and teachers together can encourage students to continue on the immersion path in order to help them believe in their ability to discover a solid place in the ever-expanding world around them.

addalingua
frequently asked parent questions
secondary continuing immersion (middle & high school)

why might my child's immersion instructor assign a text to be read at home in English?

- Research demonstrates that once a student begins to read for information, they are then cognitively able to make comparisons between languages. The **addalingua secondary continuing phase** encourages immersion teachers at the secondary level to support students in making cross-linguistic comparisons. In this way, students are guided to identify comparable as well as contrasting linguistic elements *between* languages. Secondary immersion teachers work with students to become aware of cross-linguistic comparisons, and immersion students will begin to make similar observations on their own. In this way, the dexterity in both languages spoken by the immersion student is heightened.

- Immersion teachers at the secondary level might assign an English-language text to be read outside of the classroom. Students will reflect on the text in the Spanish language either at home or in the classroom. Using the target language to discuss something read in the first language of the student is a powerful way to reinforce the status of the minority language. It is also important for the immersion instructor to protect time in the language with students in the classroom.

will my child experience literary gaps if he/she does not read all of the English-language literature read by middle/high school peers?

- **addalingua** supports collaboration between English Language Arts and dual language immersion teachers. Immersion students will read texts in the **Dual Immersion Language and Literacy** courses. The texts have been carefully selected based on Common Core State Standards Literacy requirements. Students of **Dual Immersion Language and Literacy** are exploring both thematic and literary analysis at appropriate grade levels in the immersion-language literature by reading texts their peers in target culture countries also read. Schools or families may opt to assign English texts as summer reading to immersion students.

addalingua
frequently asked parent questions
secondary continuing immersion (middle & high school)

what courses will my child take in middle school?

The **addalingua educational model** recommends a three-course sequence in the target language in the middle and high school.

sixth grade
- **Dual Language Immersion Language and Literature (SI)** is designed to take the place of sixth grade English Language Arts and to meet corresponding standards. The four language skills of *reading, writing, speaking,* and *listening* are contextualized as students explore the thematic content of history and geography, traditions, the arts, and daily life of **Hispanics in the U.S.** and of the people of **Mexico**.

- **Exploring the world: Social Studies (or other content area)** is selected by your child's middle school to be taught in the target language. The immersion instructor will work closely with a **Social Studies (or other content area)** mentor teacher and the **Dual Language Immersion Language and Literature** teacher to unite the **Social Studies (or other)** content with the linguistic targets concurrently practiced and emphasized in the **Language and Literature** classroom.

- **21st Century Language and Cultural Awareness** is a comparative study, designed to foster metalinguistic awareness, of the first and second languages of the students as well as additional languages where applicable. Students gain a more profound understanding of their native language and culture by analyzing a variety of language systems.

seventh grade
- **Dual Language Immersion Language and Literature (SI)** is designed to take the place of seventh grade English Language Arts and to meet corresponding standards. The four language skills of *reading, writing, speaking,* and *listening* are contextualized as students explore the thematic content of history and geography, traditions, the arts, and daily life in **Spain** and in **Central America.**

- **Exploring the world: Social Studies (or other content area)** is selected by your child's middle school to be taught in the target language. The immersion instructor will work closely with a **Social Studies (or other content area)** mentor teacher and the **Dual Language Immersion Language and Literature** teacher to unite the **Social Studies (or other)** content with the linguistic targets concurrently practiced and emphasized in the **Language and Literature** classroom.

- **21st Century Language and Cultural Awareness** is a comparative study, designed to foster metalinguistic awareness, of the first and second languages of the students as well as additional languages where applicable. Students gain a more profound understanding of their native language and culture by analyzing a variety of language systems.

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addalingua
frequently asked parent questions
secondary continuing immersion (middle & high school)

what courses will my child take in middle school? (cont.)

eighth grade

- **Dual Language Immersion Language and Literature (SI)** is designed to take the place of eighth grade English Language Arts and to meet corresponding standards. The four language skills of *reading, writing, speaking,* and *listening* are contextualized as students explore the thematic content of history and geography, traditions, the arts, and daily life in **South America** and in the **Caribbean.**

- **Exploring the world: Social Studies (or other content area)** is selected by your child's middle school to be taught in the target language. The immersion instructor will work closely with a **Social Studies (or other content area)** mentor teacher and the **Dual Language Immersion Language and Literature** teacher to unite the **Social Studies (or other)** content with the linguistic targets concurrently practiced and emphasized in the **Language and Literature** classroom.

- **21st Century Language and Cultural Awareness** is a comparative study, designed to foster metalinguistic awareness, of the first and second languages of the students as well as additional languages where applicable. Students gain a more profound understanding of their native language and culture by analyzing a variety of language systems.

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