Bilingual/ESL Program

Linguistic Sequence and Instructional Guidelines

HERE,
WE GROW
GIANTS

GOOSE CREEK CISD — DEVELOPING THE WHOLE CHILD

District Vision

We empower every student with knowledge and skills to succeed in a global community.

District Mission

Goose Creek CISD develops and enhances each learner's intellectual, social,

and emotional well-being facilitated by a highly qualified team committed to

Growth, Community, Collaboration, Innovation, Success and Determination

Core Values

Graduate Every Child

Children First, in a Safe and Nurturing Educational Environment

Collaborative Community and Parental Involvement

Integrity, Respect, Humility and Transparency

Service Before Self

Diversity Respected

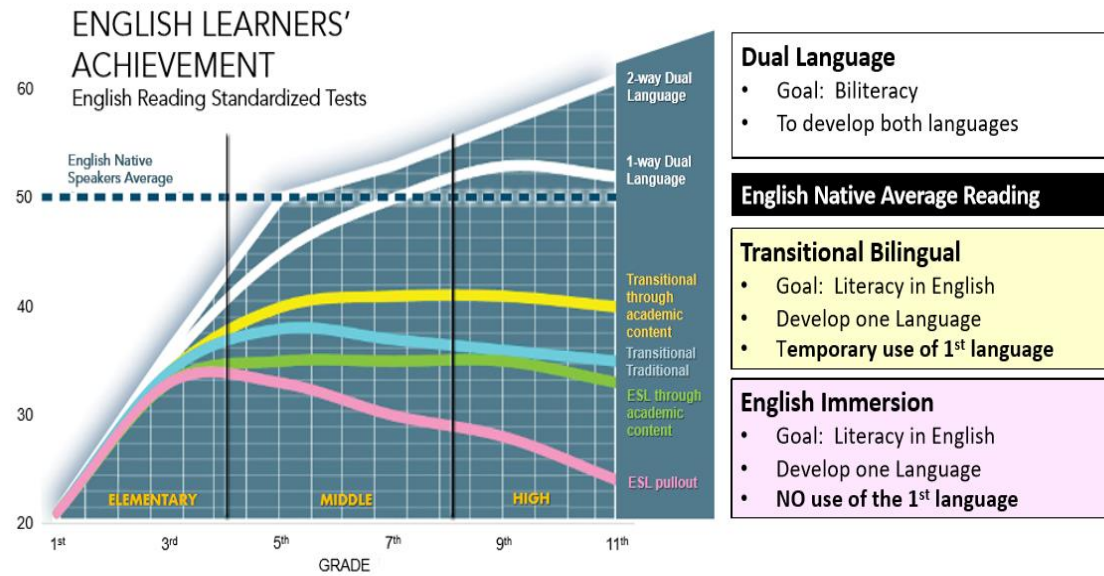## Dual Two-Way Language Program Vision

Empowering Language Learners' in Today's World

Dual Two-Way Language Program Mission Statement

The GCCISD dual language program students will graduate bilingual, biliterate, and multicultural and will have competitive advantage in today's global society.

ELs LONG-TERM ACADEMIC SUCCESS IN ENGLISH

Thomas & Collier's graph

The best predictor to reach <u>long-term academic success in English</u> is the extension and quality of education in the first language. (Thomas & Collier)
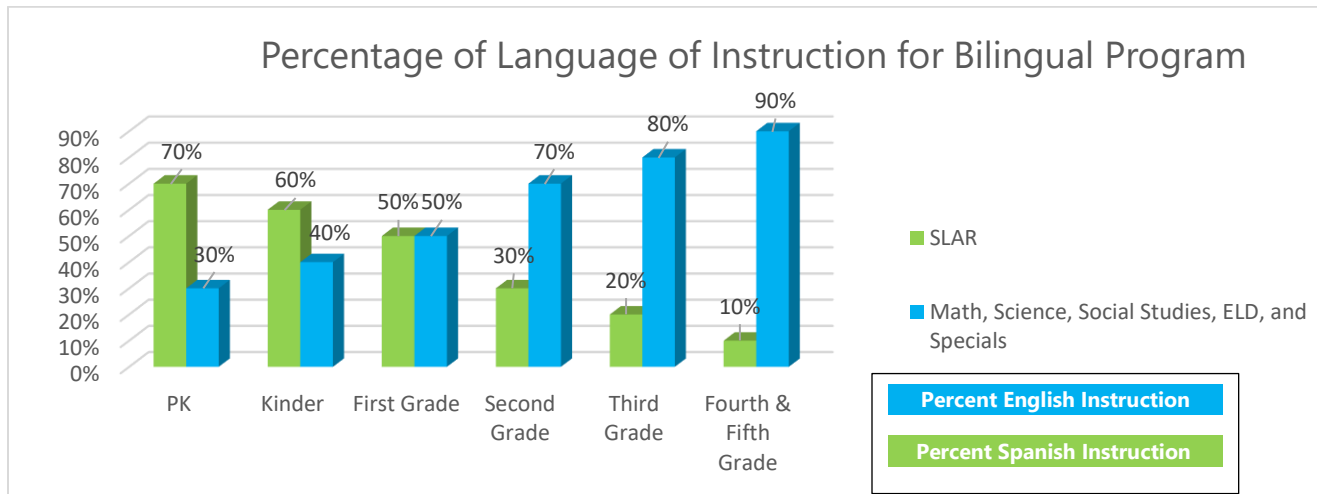
Goose Creek CISD Early Exit Transitional Bilingual Program

Grade Level Bilingual/ESL Program Considerations/Guidelines

Language Allocations

Grade Level	Percentage of Instructional Time in English	Percentage of Instructional Time in Spanish	Total Instructional Time*
Pre-K	30%	70%	5 ½ hrs.
Kindergarten	40%	60%	5 ½ hrs.
First	50%	50%	5 ½ hrs.
Second	60%	40%	5 ½ hrs.
Third	70%	30%	5 ½ hrs.
Fourth	80%	20%	5 ½ hrs.
Fifth	90%	10%	5 ½ hrs.

Percentage of Language of Instruction for Bilingual Program

SLAR

Math, Science, Social Studies, ELD, and Specials

Percent English Instruction

Percent Spanish Instruction

Percentage of Language of Instruction and Core Areas		
Pre-Kinder	70% Spanish Language Arts and Social Studies	30% Math, Science
Kinder	60% Spanish Language Arts	40% Math, Science, Social Studies
1st	50% Spanish Language Arts	50% ELAR, Math, Science, Social Studies
2nd	30% Spanish Language Arts or to Linguistically Accommodate	70% ELAR, Math, Science, Social Studies
3rd	20% Spanish to Linguistically Accommodate	80% ELAR, Math, Science, Social Studies
4th-5th	10% Spanish to Linguistically Accommodate	90% ELAR, Math, Science, Social Studies

Percentage of Languages of Instruction in the Bilingual Transitional Early Exit Program

Instructional Area Approximate Minutes **SPANISH- ENGLISH**	SLAR 165 minutes	MATH 65 minutes	SCIENCE 30 minutes	SOCIAL STUDIES 30 minutes	English Literacy Development (ELD) 30-45 minutes	Specials 45 minutes
Pre-kinder **70%-30%**	S: 100%	S: 5% (Preview) E:90% (View) S: 5% (Review)	S: 5% (Preview) E:90% (View) S: 5% (Review)	S: 100%	E: 100% (Building upon SLAR skills and phonics)	E: 100%
Kindergarten **60%-40%**	S: 100%	S: 5% (Preview) E:90% (View) S: 5% (Review)	S: 5% (Preview) E: 90% (View) S: 5% (Review)	S: 100%	E: 100% (Building upon SLAR skills and phonics)	E:100%
1st Grade **50%-50%**	S: 100%	S: 5% (Preview) E: 90% (View) S: 5% (Review)	S: 5% (Preview) E: 90% (View) S: 5% (Review)	S: 15% (Preview) E: 70% (View) S: 15% (Review)	E: 100% (Building upon SLAR skills and phonics)	E:100%
Instructional Area Approximate Minutes	ELAR 165 minutes	MATH 65 minutes	SCIENCE 30 minutes	SOCIAL STUDIES 30 minutes	Specials 45 minutes	Teachers implement the English language proficiency standards (ELPS) to ensure instruction is linguistically accommodated according to students' English proficiency levels. Math and Science are taught through English mainly starting in PK. The Spanish language is used during the preview of the lesson to activate or build prior knowledge and during the review of the lessons to ensure comprehension of content.
2nd Grade **30%- 70%**	S: 10% (Preview) E: 80% (View) S: 10% (Review)	S: 5% (Preview) E: 90% (View) S: 5% (Review)	S: 10% (Preview) E: 80% (View) S: 10% (Review)	S: 10% (Preview) E: 80% (View) S: 10% (Review)	E:100%	
3rd Grade **20%-80%**	S: 5% (Preview) E: 80% (View) S: 5% (Review)	S: 5% (Preview) E:90% (View) S: 5% (Review)	S: 5% (Preview) E: 90% (View) S: 5% (Review)	S: 5% (Preview) E: 90% (View) S: 5% (Review)	E:100%	
4th- 5th Grades **10%-90%**	E: 100%	S: 5% (Preview) E:90% (View) S: 5% (Review)	S: 5% (Preview) E: 90% (View) S: 5% (Review)	E:100%	E:100%	

Alamo Elementary Newcomer Academy Program

Minimum Times Grades 2nd-5th	SLAR 165 minutes	MATH 65 minutes	SCIENCE 30 minutes	SOCIAL STUDIES 30 minutes	English Literacy Development (ELD) 30-45 minutes	Specials 45 minutes
Instructional Area Approximate Minutes SPANISH- ENGLISH 50%-50%	S: 100%	S: 5% (Preview) E: 90% (View) S: 5% (Review)	S: 5% (Preview) E: 90% (View) S: 5% (Review)	S: 15% (Preview) E: 70% (View) S: 15% (Review)	E: 100% (Building upon SLAR skills and phonics)	E:100%

Note: Goose Creek CISD offers a Newcomer Academy program for Spanish speaker students in 2nd-5th grades. To qualify for the *Newcomer Academy*, students are first year in the country and have a designation of non-English speakers in their State approved oral language proficiency test. Students in 2nd-5th grades at the *Alamo Newcomer Academy,* receive instruction in a 50-50% approach of Spanish and English instruction to ensure development of the academic language in English and Spanish.

Linguistic Sequence Sample in Minutes

Approximate times for the core areas and the use of language of instruction per grade level.	Reading 90 minutes		Writing 30 minutes		Mathematics 65-90 minutes		Science 30-60 minutes		Social Studies 30 minutes		ELD or Specials 30-45 minutes
	English BOY-EOY	Spanish BOY-EOY	English BOY-EOY	Spanish BOY-EOY	English BOY-EOY	Spanish BOY-EOY	English BOY-EOY	Spanish BOY-EOY	English BOY-EOY	Spanish BOY-EOY	English
PK	10-30	80-60	0-10	20-10	0-10	20-10	0-10	20-10	0-10	20-10	100 % 15-20 minutes
Kinder	30-40	60-50	10-15	20-15	20-30	60-50	5-10	25-20	5-10	25-20	100 %
First	40-50	50-50	15-20	15-10	30-40	50-40	20-30	10-0	10-15	20-15	100 %
Second	50-60	40-30	10-25	20-5	40-50	50-25	30-0	0	15-30	15-0	100 %
Third	60-70	30-20	25-30	5-0	50-90	40-0	45	0	30	0	100 %
Fourth	70-80	20-10	30	0	90-0	0	45	0	30	0	100 %
Fifth	80-90	10-0	30	0	90-0	0	60	0	30	0	100 %

Dual Language 3 Goals

Bilingualism &
Biliteracy

High levels of
Academic
Achievement in
two languages

Sociocultural
Competence

Dual Two-Way Language Program Implementation Timeline and Linguistic Sequence at Carver and Harlem Elementary Schools

88 Incoming kinder students will be recruited annually from current PK students	Kinder Pilot	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Spring 2019 and subsequent years	2019-2010	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

Percent English Instruction
Percent Spanish Instruction

	Kinder	1st	2nd	3rd	4th	5th
100% / 80% / 60%	50%	50%	50%	50%	50%	50%
40% / 20% / 0%	50%	50%	50%	50%	50%	50%

Alternative Language of Instruction	Monday	Tuesday	Wednesday	Thursday	Friday
Spanish Teacher	Group A	Group B	Group A	Group B	Group A
English Teacher	Group B	Group A	Group B	Group A	Group B

Dual Language Non-negotiables

1. At least 50% of the instructional time must be taught in the non-English (partner) language

2. Strategic separation of languages for instruction

3. PK - 12 commitment

   ✓ Biliteracy Model
   ✓ Dual Language Model
   ✓ Sheltered Instruction

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TABE[▶]Talks

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PK-5th Bilingual Classroom Arrangement Considerations

A bilingual classroom includes a print rich environment in both languages. Some considerations include:

- Clearly specified space for each core area teachers teach (Language Arts, Math, Science, and Social Studies)
- Specified space for each core area provides a rich print environment for students in the language of instruction (i.e.: English print for Math and Science).
- Anchor charts reflect and integrate: content, language (sentence stems, how are students articulating learning?), and literacy during the core area instruction.
- Students' name chart on display.
- Light green color is used for the Spanish language and light blue color for the English language.
- Word Walls (Spanish- light green palabras communes, "*palabras difíciles*", include articles (el, la) in front of words); (English light-blue high frequency words/sight words). Words for Math and Science should be seen mostly in English in light blue background starting in PK. Light green background is more prevalent for SLAR words in PK-1st grade.
- Content and language objective clearly visible with sentence stems for students to articulate learning.
- Bilingual pairs/triads charts displayed to promote write/think, pair, share and pair work during the lessons.
- Whole group area for phonics workshop, reader's, and writer's workshop mini lessons.
- Small group area instruction with Tier 1 lesson plan binder.
- Classroom library labeled according to grade level genres.
- Management board for biliteracy stations with visual and pictorial directions for students to understand.
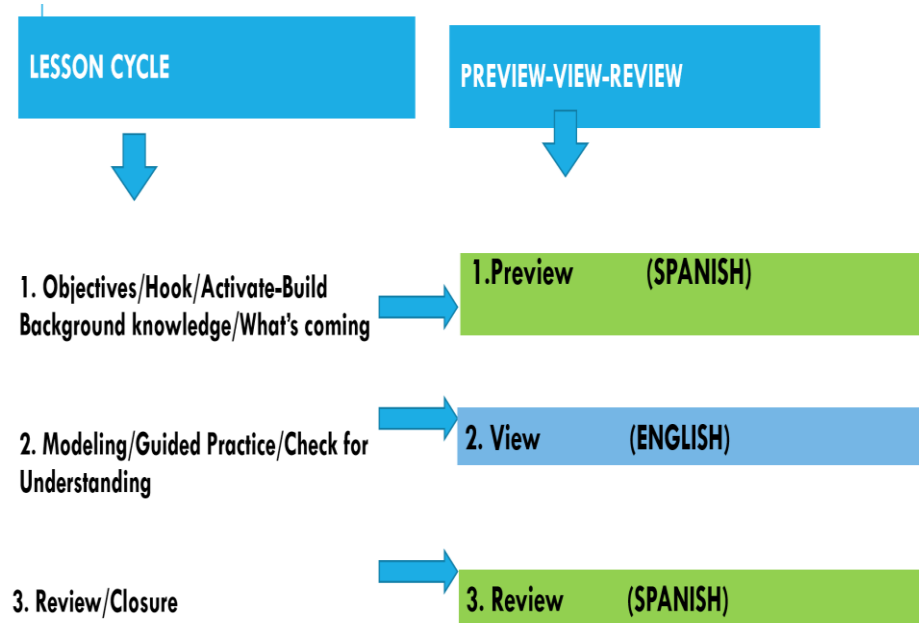- Cross-linguistic connections board/wall space.
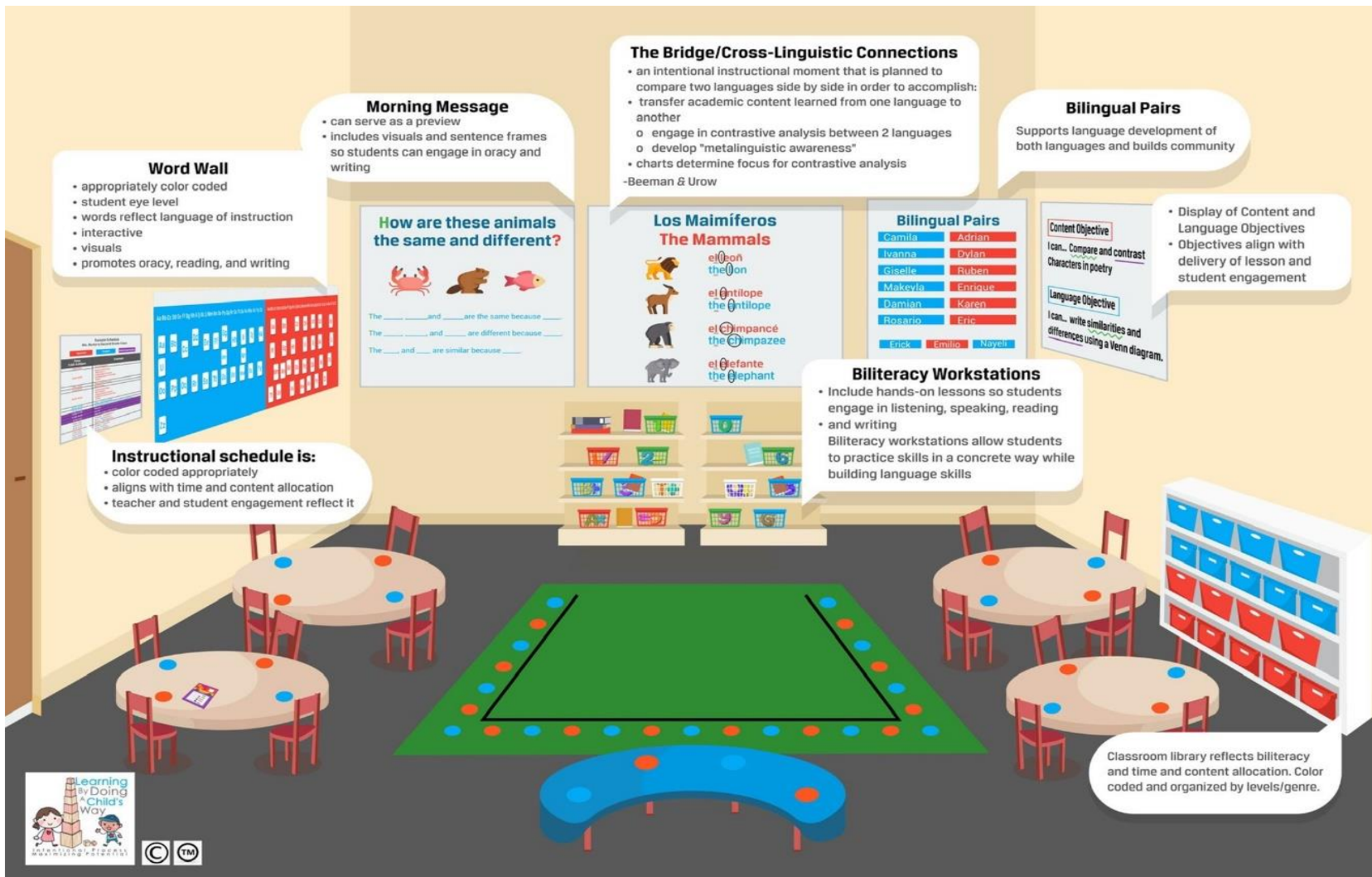
In all bilingual classrooms (early transitional bilingual program and dual two-way language program), teachers use the green color for Spanish and blue for English print in the class. In the dual two-way language classrooms, the self-contained teacher uses mostly one color, the green color for the Spanish component teacher and blue for the English component teacher.

Translanguaging Strategies

Translanguaging is the process by which students and teachers engage in complex discursive practices using two or more languages jointly to solve problems, think critically, and acquire new knowledge.

- The **Preview/View/Review instructional strategy** can be used across core areas to help promote translanguaging, academic language, and content development in both languages. The language of instruction for the Previews and the Reviews is in Spanish. The language of the View of the lesson is in English. Previews in Spanish will help build schema/activate prior knowledge so that students can understand the lesson in the target language, English. The View of the lesson is done in English using sheltered instruction techniques to help make content comprehensible for students. The Review happens in Spanish to assess and solidify understanding.

LESSON CYCLE → **PREVIEW-VIEW-REVIEW**

1. Objectives/Hook/Activate-Build Background knowledge/What's coming → **1.Preview   (SPANISH)**

2. Modeling/Guided Practice/Check for Understanding → **2. View   (ENGLISH)**

3. Review/Closure → **3. Review   (SPANISH)**

- **Cross-Linguistic Connections/Bridging/Contrastive Analysis** is a short (10-15 minutes), focused, strategic, and intentional instructional event used to build metalinguistic awareness. The cross-linguistic connection event provides students with an opportunity to note and discuss differences and similarities between Spanish and English in the areas of phonology, morphology, syntax, and grammar.
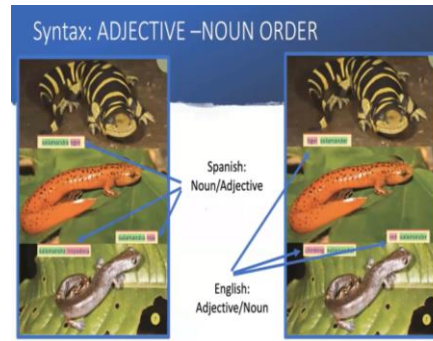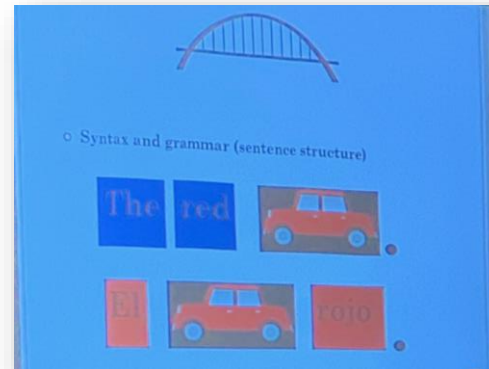
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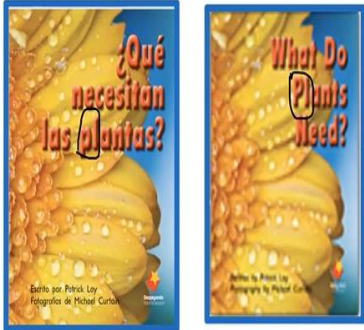
Phonology:
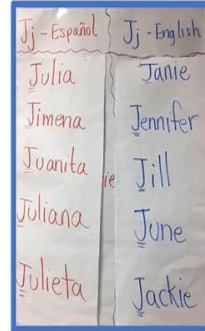
Grammar:

Syntax:

- **A bilingual/ESL culturally responsive teacher will implement the following instructional practices as part of their lesson planning and delivery.**
  1. Shared Content & Language Objectives (written, stated, reviewed by students): Students need to know the why and importance of the learning and how learning goals applicable to real life.
  2. Rich print environment
     a. Word walls English/Spanish
     b. Use of visuals
     c. Anchor charts
     d. Labels
  3. Rigor (DOK) in lessons (creating, judging, evaluating...)
  4. Language building activities in planning and execution (noticeable with 50:50 teacher-student talk)
  5. Self-educate and understand the culture of each student and ensure that make parents are part of the learning process
  6. Check for understanding, but not limited to examples below:
     a. Quick write
     b. Turn and talk
     c. Tell a partner
     d. Exit ticket
     e. Students recasting
  7. Modeling of activities
  8. Clear directions of academic tasks
  9. Cooperative classroom set up/desks grouped to promote discussion and face-to-face student-student interaction
  10. Students speak in complete sentences (provide tiered sentence stems for support as needed)
  11. Teachers probing for speaking and elaborating
  12. Random calling (no opt out). Hold all students accountable
  13. Teachers are aware of student data and differentiate based on levels (language, content...)
  14. Student-led data talks and goal setting across areas and language domains (speaking, writing, listening, and reading)
  15. Evident use of effective wait time
  16. Use of technology hardware and applications to promote speaking and writing across all areas
  17. Inclusion of TELPAS data in PLC meetings and planning (i.e.: integrate linguistic accommodations to support growth in language acquisition. The more language students develop, the more confidence and content students acquire).

Cultural Relevant Classrooms Include:

- An understanding of students who come from either collectivists or individualistic cultures
- Providing environments that lower English learners' affective filter or risk-free environments
- Knowing your students (personally and academically)
- Caring for students beyond grades
- Listening actively
- Accepting and understanding feelings
- Building alliances with students and families (i.e.: personalized greetings, specific affirmations; 3:1 (three positive statements for 1 redirection)
- Acting upon *learned helplessness*. Having high expectations for everyone to participate. No one opts out.
- Ensuring equality of interactions among all English learners
- Asking follow-up questions
- Planning and posing higher order thinking questions
- Providing "latency"- when EL is allowed enough time to think before responding or before moving to another student to respond
- Monitoring progress of students and empowerment (i.e.: goal setting, monitoring of goals, and EL student-led conferences with parents and teachers)
- Targeting lessons with ways to measure student growth
- Providing constant and immediate feedback to students (i.e.: feedback focus on processes, performance, and students' self-regulation, plan for focused/short conferences with students, etc.)