

Question from Parents and Staff Regarding the Dual Language Immersion Revisioning

The new program structure would begin in the 2023-24 school year, giving APS a year and a half to plan the 80/20 program.

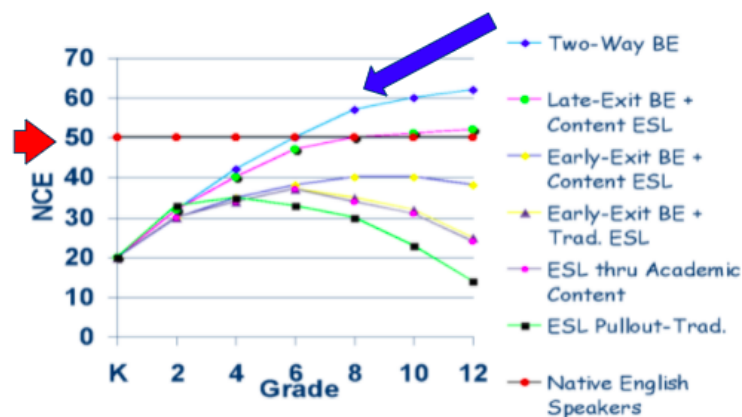
1. How will children be able to pass standardized tests?

While the students are mastering both languages in elementary school, their scores in tests delivered in English may temporarily lag those of their peers in the lower grades who are in monolingual schools. As students progress through the grades, research has shown conclusively that in middle school their language and content skills in both languages match or surpass their peers'. It is important for parents to know that this lag is both temporary and expected and that the discrepancy will disappear. [What Parents Want to know About Foreign Language Immersion Programs](#) is a great resource for parents.

Studies show that when programs are fully implemented according to the program design, all learners (including English learners) in 80:20 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD)
Research provides evidence that as students' English language proficiency develops in DL/I programs, they are more likely to perform at high levels, and in many cases, above grade-level on state standardized assessments. (Collier and Thomas, 2004).

According to the Virginia Department of Education Support Document for Dual Language Immersion Education (2020), A sizeable body of research focused on native speakers of the community's primary language – in this case, English – shows that teaching literacy through the partner language does not harm the language development of native English speakers, since society provides a great deal of access to academic English outside of school. By third or fourth grade, native English speakers in 90:10 DL/I programs typically score at least as high as native English speakers from monolingual classrooms on standardized tests of reading achievement. This research holds true for students of all socioeconomic levels (Barnett et al., 2007; Howard et al., 2018). DL/I teachers using the 90:10 model state that they do not need to re-teach literacy skills when reading in English is introduced, although there are language-specific conventions that may need to be taught explicitly (Collier and Thomas, 2012).

English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2000-2019)



- Students in *Two-Way Bilingual Education* outperform their peers on National English Reading Assessment by 8th grade

2. Will APS request waivers since K-2 students won't be ready to be tested in English?

There are several items under consideration being discussed with the Office of English Language Arts including a waiver to take PALS in English as currently required by the EIRI initiative.

3. What is/are the reason(s) for such change?

The reason for the recommendation to move to a full immersion instructional model is based on:

- Research to include closing the achievement gap and ensuring bilingualism and biliteracy
- Data that shows all students outperforming their peers in monolingual schools
- Meeting our students' needs, and
- Strengthening APS' DLI program by implementing best practices in the field

This process has been part of a four-year plan starting with conversations with principals followed by a recommendation in 2016 by the WLAC (World Languages Advisory Committee) to move to Full Immersion. Since then, the World Languages Office has met with Principals, Office of Planning and Evaluation, the Office of Academics, the Superintendent and his cabinet, and responded to community requests for a revisioning of APS DLI. Inservice/professional learning of K-12 DLI staff happened in the spring of 2021 followed by the development of a Task Force that recommended APS move to a Full Immersion instructional model.

4. Why has APS decided to make so many changes in the program (change Escuela Key location and now the program instructional model)?

The change in location for Escuela Key is unrelated to the DLI visioning process and the adoption of an 80/20 instructional model. Task Force recommends that APS realign the existing Dual Language Immersion from a 50/50 partial instructional immersion program into a 80/20 early full instructional immersion program because the research is clear that this model is the most effective for Spanish and English acquisition and long-term student achievement.

According to the Virginia Department of Education Support Document for Dual Language Immersion Education (2020), "Studies also show that, in one-way DL/I programs, both ELs and native English-speaking students benefit from initial immersion in the partner language; comparative studies conclude that students demonstrate higher levels of partner language proficiency when they participate in programs with higher input of the partner language. Many schools that begin DL/I programs as a 50:50 model choose to shift to a 90:10 model after several years, due to teacher concerns that both language groups need deeper academic proficiency in the partner language to do the challenging work of upper level grades (Christian and Genesee, 2001; Collier and Thomas, 2012; Howard et al., 2018; Lindholm-Leary, 2001)," (p. 19).

5. ¿Qué se espera de los maestros a nivel de entrenamiento para los maestros?/ What is expected of teachers at the teacher training level?

The Task Force recommends that APS secure or earmark funding for a well-articulated Professional Learning plan for all teachers working in Dual Language Immersion program schools and classroom instruction so that they are well-prepared and supported throughout the planning and implementation process of the 80/20 model.

6. ¿Do we have to prepare for endorsements? New licenses? New testing for teachers?

Elementary teachers are endorsed with an elementary license which enables them to teach all subjects. Many teachers may seek additional endorsements to increase their knowledge and eligibility, but they are not required to do so.

7. ¿El modelo 80/20 necesita que los maestros tengan recursos y entrenamiento?/ Does the 80/20 model require teachers to have resources and training?

To implement an effective and successful 80/20 DLI model, the Task Force recommends funding for a district coordinator to support the immersion program, Spanish reading specialists for the two elementary immersion schools, core materials for teachers and students, and assessments in Spanish, and ongoing professional development for teachers.

8. ¿Cómo quieren implementarlo sin haber tenido la oportunidad de verlo? / How do they want to implement it without having had the opportunity to see it?

An 80:20 model has been shown to create higher levels of literacy in the target or new language students are studying as well as English.. For specific research studies, consult the [Center for Applied Linguistics FAQs](#).

9. What will (English) instruction look like? How will the ELA standards be met?

All students learn to read in the partner language first in the context of an 80/20 program – 80% of instruction is in the partner language in Grades K-2, with the remaining 20% of time devoted to English language arts and to English Language Development – Language arts in English formally starts in 2nd or 3rd grade. Native English speakers and native speakers of the partner language are integrated for instruction 100% of the day. Teachers use flexible grouping and differentiation to meet the needs of native speakers and language learners.

During the English part of the day, the English teacher and EL teacher provide both designated English Language Development (ELD) instruction and English Language Arts (ELA) instruction.

All instruction, both in English and Spanish, is based on the Standards of Learning. For example, the following Kindergarten reading standards can be met during Spanish instructional literacy time:

K.5 The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Distinguish between print and pictures.
- d) Follow words from left to right and from top to bottom on a printed page.
- e) Match voice with print. (concept of word).

K.6 The student will demonstrate an understanding that print conveys meaning.

- a) Identify common signs and logos.
- b) Explain that printed materials provide information.

- c) Read and explain own writing and drawings.
 - d) Read his/her name and read fifteen meaningful, concrete words.
- K.7 The student will develop an understanding of basic phonetic principles.
- a) Identify and name the uppercase and lowercase letters of the alphabet.
 - b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
 - c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
 - d) Identify beginning consonant sounds in single-syllable words.

10. Has the DLI Visioning process used data and studies done by the Center for Applied Linguistics (CAL?)

Yes, as part of the visioning process, the Task Force was created to represent all stakeholders from the school community and to conduct an inclusive and collaborative process in order to create a Dual Language Immersion Framework based on the Center for Applied Linguistics, (CAL)' Framework for Dual Language Education. Members included DLI principals, coaches, teachers, and parents, central office administrators and specialists, a School Board Member, and PTA representatives.

CAL references research From Lindholm-Leary (2008): In 90/10 or 80/20 programs, both English- and Spanish-dominant students have higher Spanish proficiency outcomes at the end of the program than 50/50 students with no detriment to English development in the long run. Members of the Task Force reviewed this research and it was also posted on the APS Engage page so that members of the community had access to the research that Task Force members were reviewing.

11. Can you specifically describe what a K-2 day might look like? *Below is an example of a full immersion school's master schedule.*

SAMPLE DUAL LANGUAGE IMMERSION PROGRAM CLASS SCHEDULE

SAMPLE SCHEDULE For 80/20 TWBI/DLI Programs

TK/ K	8:40-9:10	9:10-10:30	10:30-10:50	10:50-11:55	11:55-12:40	12:40-1:40	1:40-2:00	2:00-2:30	2:30-2:35
80/20	Start of Day	Math	Recess	Spanish language arts (SLA)	lunch	Academic English Time	P.E.	Science/ social studies/ art	departure

Primero	8:40-9:10	9:10-10:20	10:20-10:30	10:30-11:55	12:00-12:45	12:45-1:45	1:45-2:05	2:05-2:30	2:30-2:35
80/20	Start of Daa	Math	Recess	Spanish language arts	lunch	Academic English Time	P.E.	Science/ social studies/ art	departure

Segundo	8:40-9:00	9:00-10:20	10:20-	10:30-	11:00-	11:30-	11:50-	12:30-	1:15-	1:30-2:30
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			10:30	11:00	11:30	11:50	12:30	1:15	1:30	
80/20	Start of Day	Spanish language	Recess	Writing and grammar	science	P.E.	Lunch	Math	Recess	Academic English /SS

Tercero	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:30	11:30-12:50	12:50-1:40	1:40-1:55	1:55-2:35	2:35-2:45
70/30	Start of Day	Language in Spanish/ Science themes	Recess	Math	lunch	English Language Arts/AELD	Recess	PE/Writing/ Social Studies (English)	Closing

Cuarto	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:30	11:30-12:15	12:15-1:15	1:15-2:45	2:45-2:50
50/50	Start of Day	Spanish language arts	Recess	Math	lunch	Thematic Science/Social Studies (English)	English Language Arts	Closing

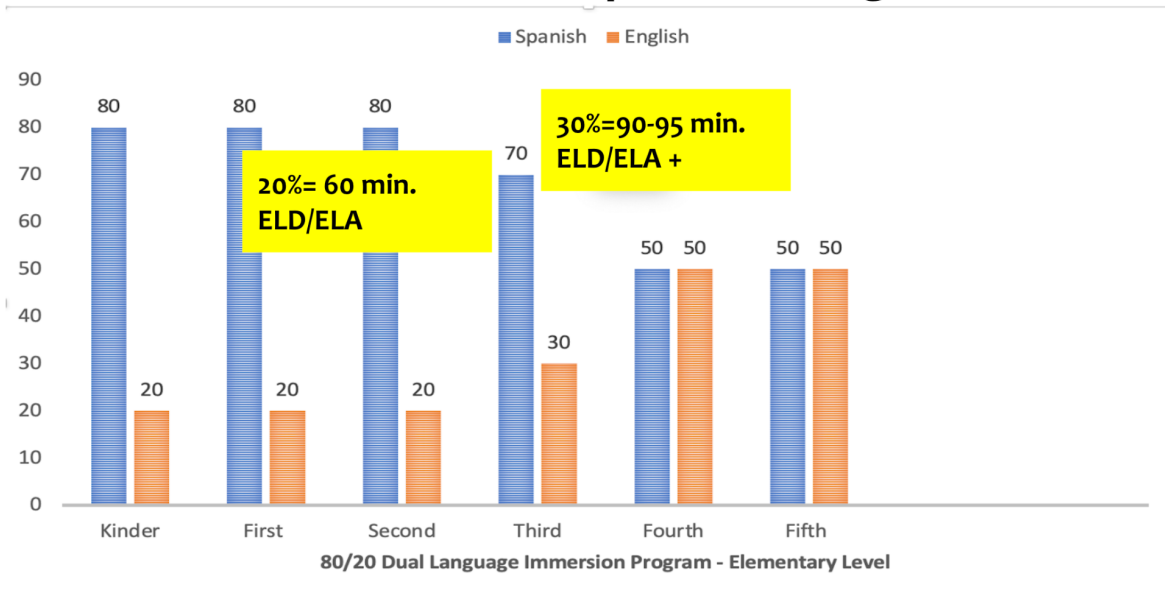
Quinto/ Sexto	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:40	11:40-12:25	12:25-1:40	1:40-2:40	2:40-2:50
50/50	Start of Day	Math	Recess	Spanish language arts and science themes	lunch	Social Studies (English)	English Language Arts	Closing

K,1,2 classes exchange teachers during AELD time 5 x's a week • M, W & F - 4/5 PE Release Time • 5th Grade afternoon classes exchange daily • Separate schedule for Specials: library, art & music etc. (teachers accompany students)

12. How many hours of Instruction will be in English and Spanish? What will the transition from Spanish to English instructional time look like?/ ¿Cómo será la transición a más horas de inglés?

In grade K-2, English development instruction/English language arts will be taught for approximately 60 minutes a day. In 3rd grade, the amount of time in English increases to 90-95 minutes. In 4th and 5th grade, half of daily instruction is taught in English. Professional development, resources in Spanish, and Spanish assessments will help ensure a successful transition from the 80:20 instructional model so that students are prepared.

Instructional time in Spanish & English



13. Will students be prepared? ¿Estarán preparados los estudiantes?

Students in DLI programs outperform their monolingual peers in reading, writing, math, and science (Alanís and Rodríguez, 2008; Cobb et al., 2006; Marian et al., 2013; Umansky and Reardon, 2014). Despite [...] wide variations in communities, schools, and students, results are quite consistent in showing that both native English-speaking and ELL students who participate in two-way/dual language programs achieve at levels that are at least comparable to, and often higher than, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English; but, two-way/dual language students have the additional benefit in that they are also bilingual and biliterate. Furthermore, native English-speaking and ELL students who attain the highest levels of bilingualism tend to score at higher levels of achievement on standardized tests of reading and math compared to English-speaking students enrolled in English monolingual classrooms. However, research clearly demonstrates that these successful results are not always apparent until grade 4 or 5, especially for children who are educationally at risk, because it takes time for children to fully develop the two languages and thus to score at high levels on achievement tests that require considerable proficiency in the two languages. “Two-Way/Dual Language Education: Then and Now”, Katherine Lindholm-Leary, San Jose State University.

14. How will the new phonics core 95 be addressed in an 80:20 model?

Phonics, which is what Core 95 addresses, will be addressed in teaching Spanish Language arts. Spanish phonics resources were purchased for Claremont Immersion in August 2021. The 2022-23 school year will be a time to plan and involve staff in purchasing appropriate literacy materials for DLI. Research on effective Spanish literacy resources incorporate the components of Structured Literacy. The 20% of the day that is in English will be devoted to Literacy in English dedicated to— Preliteracy and literacy activities during 20% English time – Bilingual books – Making cross-linguistic connections and English Language Development.

15. How will APS find highly qualified bilingual teachers and the staff (full and assistant teachers) needed for the new 80/20 immersion program?

The Task Force recommends that APS' Human Resources Department, World Languages Office and Dual Language schools collaborate to develop a plan that will bolster recruitment, hiring and retaining bilingual / biliterate staff to teach content in the target language (Spanish) including researching Visa requirements for teachers from Spanish-speaking countries. Principals have the right of assignment and will place their teachers in the grade levels that best meet their language proficiency levels. Implementation of the 80:20 model will occur over several years, which will provide an opportunity to increase the recruitment, hiring and retention of bilingual / biliterate staff
INSERT implementation timeline

16. How will we have substitutes that can speak Spanish? We don't even have enough English.

The substitute situation across the nation is dire given the needs of all schools during this pandemic. When Spanish speaking subs are not available, the substitute teacher must teach in English and the day becomes an English day. When schools are able to acquire Spanish speaking subs the instruction will continue in Spanish. In addition, Spanish language curriculum resources and materials that students can complete independently may be provided for the substitute when feasible so that students can continue instructional activities in Spanish.

17. Does the new 80/20 model require all teachers to be fully bilingual and skilled in teaching both in Spanish and English?

Though the goal is to hire many bilingual staff for immersion school, the 80:20 model will not require all teachers to be fully bilingual. Hiring bilingual staff will continue to be a goal, and will be important to effectively implement the 80/20 model. In grades K-2 (80:20) and 3rd grade (70:30), we will strive to hire and retain bilingual / biliterate staff to teach content in the target language (Spanish) and English.

18. Will there be enough money to fully fund an 80/20 model with the need for all new materials?

The program evaluation data for the Dual Immersion program identified needs and areas for improvement that require an investment in core materials in Spanish. We are working from a needs-based budget for FY 23 where the Office of Academics requests funds based on need and APS priorities. The Task Force has recommended that APS allocate the funding for core materials in Spanish.

19. Does the current 50/50 model require all teachers to be fully bilingual and skilled in teaching in both English and Spanish?

Currently, administrators make an effort to hire qualified bilingual staff. Not all teachers need to be bilingual.

20. How many (what percent) fully bilingual teachers does APS currently employ in the Key and Claremont programs?

Approximately 50 percent of staff are fully bilingual at each elementary immersion school.

21. How many (what percent) teachers at Key and Claremont are not skilled in teaching both English and Spanish?

Though we do not have an exact percentage, most immersion teachers are developing bilinguals with varying levels of English and Spanish proficiency.

22. What are the benefits(s) for a native Spanish speaking household to choose the immersion option school over their neighborhood school?

The benefits for a native Spanish-speaking household include:

- Many parents are initially fearful that immersion may have a negative impact on their child's English language development. But research consistently finds that the immersion experience actually enhances English language development (Cloud, Genesee, & Hamayan, 2000).
- In the 80:20 model, DLI students, including native Spanish speakers, outperform peers on standardized tests and close the achievement gap. Students in DLI programs outperform their monolingual peers in reading, writing, math, and science (Alanís and Rodríguez, 2008; Cobb et al., 2006; Marian et al., 2013; Umansky and Reardon, 2014).
- Strengthening literacy in native language will contribute to higher levels of literacy in the second language (English). This is known as transferability of literacy skills.
- Strong literacy skills in Spanish and English prepares students for challenging and rigorous courses at the secondary level and post-secondary
- As Spanish is valued and prevalent in all communications and activities, it can make it easier for families to become involved in the school community
- Becoming bilingual and biliterate makes students more marketable for future employment

[What Parents Want to know About Foreign Language Immersion Programs](#) is a great resource for parents.

When Spanish speakers are immersed solely in English instruction, the outcomes are most likely "language replacement" and therefore, Native Speakers experience significant language loss. Dual Language Immersion programs are referred to as "additive bilingual programs", in that all students, both English speakers and native Spanish speaking students, work to develop literacy and oral language proficiency while maintaining and developing literacy in the first language of the students.

23. ¿Cómo afecta a los estudiantes con necesidades especiales? / How does it affect students with special needs?

- a. **¿Tendrán los estudiantes de educación especial más beneficios en español? Cuando los estudiantes de educación especial pasen a grados más altos/ Will special education**

students have more benefits in Spanish? When special education students move on to higher grades.

Students with disabilities also benefit from participation in DLI programs (Fortune, with Menke, 2010). Most IEP needs can be successfully met for a student in a DLI program with adequate supports in place and APS is committed to making DLI available to students with disabilities. Families do not have to choose between special education services and the DLI program. APS will seek to recruit, hire and retain additional Spanish speaking Special Education teachers and assistants to help support students with disabilities in the 80:20 model.

24. Habrán suficientes maestras que hablen español calificadas en educación especial? / Will there be enough qualified Spanish speaking special education teachers?

The Task Force recommends APS' Human Resources department, World Languages Office and Dual Language schools collaborate to recruit, hire and retain bilingual / biliterate staff to teach content in the target language, including special education teachers.

25. Do our families want to move to this model?

Over the past several years, groups of parents have requested that APS develop an approach to strengthen proficiency in both languages for DLI students. In recent years, parents have focused explicitly on the need to increase Spanish learning time in the early grades.

- The World Languages Advisory Committee, (WLAC) is made up of community members, many of whom are DLI parents. The WLAC has been asking for a move to a full immersion instructional model since 2016.
- PTA members of all DLI schools sent a letter in February 2020 asking about current research on 90/10 instructional model vs. 50/50 instructional model and how students can be prepared for transitions between the programs (5th-6th and 8th-9th).
- Community members making up the task force sent out a survey to community members about the Task Force recommendations and most responses were favorable to moving to an 80/20 instructional model.

26. How much parent feedback the task force really received and what parent/teacher feedback the task force really considered?

The Task Force received questions and feedback through multiple channels including the Engage Page, Office Hours, Parent Task Force members DLI community survey, cafecitos, Inservice of all K-12 DLI staff in the spring of 2021, presentations to the elementary school staff and cafecitos. One example of feedback received from Escuela Key staff was, should we move to full immersion, to slow down the process of implementation and have the 2022-23 school year be a planning year. Common themes that came from parents were:

--Most responses are favorable toward the 80:20 model.

--Several people mentioned with the 80:20 model that they think English-speaking kids and parents will need extra support in those first weeks/months of Kindergarten

--A frequent concern is being able to staff up with qualified teachers, both for the 80:20 model and just in general.

--People have been concerned that moving to 80:20 will mean that some current Claremont & Key teachers will lose their jobs.

--Location of the MS and HS are frequently cited as barriers to continuing with Immersion

Each of these themes was addressed in the Task Force recommendations.

27. Will ELs still be required to take/pass standardized tests in English?

Despite [...] wide variations in communities, schools, and students, results are quite consistent in showing that both native English-speaking and ELL students who participate in two-way/dual language programs achieve at levels that are at least comparable to, and often higher than, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English; but, two-way/dual language students have the additional benefit in that they are also bilingual and biliterate. Furthermore, native English-speaking and ELL students who attain the highest levels of bilingualism tend to score at higher levels of achievement on standardized tests of reading and math compared to English-speaking students enrolled in English monolingual classrooms. However, research clearly demonstrates that these successful results are not always apparent until grade 4 or 5, especially for children who are educationally at risk, because it takes time for children to fully develop the two languages and thus to score at high levels on achievement tests that require considerable proficiency in the two languages.

Excerpt from “Two-Way/Dual Language Education: Then and Now, KATHERINE LINDHOLM-LEARY, San Jose State University.

Full versions of the articles available online: http://www.bilingualeducation.org/resources_public_educator.php

28. Will we receive standardized tests and other materials (social studies books, etc) in Spanish so we can implement this model and assess students?

The Task Force recommends that APS secure funding for a well-designed assessment infrastructure that is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction in addition to funding core materials in Spanish.

29. How will we staff the model?

The Task Force recommends that Human Resources, DLI schools, and The World Languages Office continue to collaborate to recruit, hire, and retain bilingual and biliterate staff. With implementation roll out being phased in starting in the fall of 2023, Human Resources, DLI schools and the Office of World Languages will have time to collaborate to recruit and retain staff over the four year period of implementation..

Year	Potential Impact on Grade level Teachers
2022-23 Planning	No impact
2023-24 Kindergarten-1st grade	Impacts, at most, 4 teachers per school
2024-25 2nd grade	Impacts, at most, 2 teachers per school
2025-26 3rd grade	Impacts, at most, 2 teachers per school
2026-27 4th grade	No impact for 4th grade

2027-28 5th grade	No impact for 5th grade
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30. Who is delivering the 60 minutes of ELA?

It is the principals' discretion to place staff based on skill-set and need. APS principals, Human Resources, the Office of English Learners, and the World Languages Office would have 19 months to collaborate and ensure staff are appropriately placed to teach both ELA and English Language Development, (ELD).

31. What happens to our English-speaking staff who don't have a place in this model?

The full immersion instructional model needs teachers who who are English-speaking and can teach English. It is the principals' discretion to place staff based on skill-set and need. APS principals, Human Resources, and The World Languages Office would have 19 months to collaborate and ensure staff are appropriately placed.

32. Do we know whether, in the proposed 80-20 model, English reading instruction in k-3 will still use the structured literacy tools? If not, what instructional tools will be used for English reading?

Since implementation of the 80:20 primary grades and 70:30 in 3rd grade instructional model would roll out in 2023-24 with K-1, structured literacy instruction in English would begin in the fall of 2022 with all DLI students. Should APS adopt the full immersion instructional model at the primary grades, all students would learn to read in the partner language first in the context of an 80/20 program – 80-90% of instruction is in the partner language in Grades K-2, with the remaining 20% of time devoted to English language arts and to English Language Development – Language arts in English formally starts in 2nd or 3rd grade Native English speakers and native speakers of the partner language are integrated for instruction 100% of the day Teachers use flexible grouping and differentiation to meet the needs of native speakers and language learners. During the English part of the day, the English teacher and EL teacher provide both designated English Language Development (ELD) instruction and English Language Arts (ELA) instruction.

All instruction, both in English and Spanish, is based on the standards of learning. For example the following Kindergarten reading standards can be met during Spanish instructional literacy time:

K.5 The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
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- a) Identify and name the uppercase and lowercase letters of the alphabet.

- b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
- c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
- d) Identify beginning consonant sounds in single-syllable words.

Structured literacy Emphasizes phoneme- grapheme level approach; so does Spanish literacy instruction. Structured literacy explicitly teaches Phonemic awareness skills such as phoneme blending and segmentation; so does Spanish literacy. Also, in structured literacy, beginners work on similar word patterns in decoding and spelling. This is true of Spanish literacy as well. Spanish literacy also prioritizes teacher-led, explicit, systematic instruction and texts are coordinated so that most works are decodable for children. All literacy instruction requires prompt teacher feedback that encourages close attention to the print and application of decoding skills. Reference used: <https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/>

Because English is considered an “opaque” language and Spanish is considered a “transparent” language, there are differences in the approach. March 2022-August 2023 would be planning time for staff to select the appropriate tools of instruction using a Request For Proposal, (RFP).

A Comparison of Initial Literacy Development Skills between Spanish and English

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Illinois Resource Center

Spanish	Literacy Element	English
<p>The building blocks of Spanish literacy begin with the vowels and the move to consonants to form syllables. Understanding that there are strong vowels (a-e-o) and weak vowels (i-u) determines separation of words into syllables, accent rules, and impacts comprehension.</p> <p>Students first write vowels and then consonants as emergent writers because the vowels are constant and regular (5 vowels make 5 sounds)</p>	Vowels and consonants	<p>The building blocks of English literacy are the names and sounds of each letter, which are taught very systematically.</p> <p>Students first write consonants and then vowels as emergent writers because the consonants are constant and regular (5 consonants make 15 sounds)</p>
<p>Letter names are not taught in Spanish initially as they only confuse students (la “ese” for “s” sounds as though it is the “e” and not “s”). Names of letters are learned formally once students have learned the letter sounds and can form syllables.</p>	Alphabet and Initial sound	<p>Knowing initial letter names and sounds are predictors of reading success in English. This is such an important skill that students are taught and tested over time to see if they have mastered it.</p>

<p>The concept of the accent is very important in Spanish, not only as it relates to writing and spelling (the orthographic accent as in papa) but also de diacritic accent (mi vs. mí) and the prosodic accent. Understanding how vowels and syllables are formed is fundamental to being able to use accents correctly in Spanish.</p>	<p>Accents</p>	<p>In English the concept of the accent is phonological, as in understanding the difference between important and import.</p>
<p>Phonological awareness occurs through writing, not through oral language development. In Spanish, if you can say it, you can write it, because of the tight relationship between sound and symbol.</p> <p>Then importance of word families in Spanish occurs at the end of the word when studying word families as in flor – florera – and florero, not at the beginning of the word as in English</p>	<p>Rhyming and Word Families</p>	<p>Understanding and developing onset and rime (c-at; f-at; m-at) is fundamental in English to be able to decode and understand the relationship between sound and symbol as it appears at the beginning of the words, and this skill is learned and taught orally.</p>

<p>Understanding how to chunk words into syllables is the most important skill in Spanish emergent literacy and it is the strongest predictor of long-term reading success in Spanish.</p>	<p>Syllables</p>	<p>The role of syllabification in English is not as strong as in Spanish and it is emphasized later – around 3rd grade</p>
<p>Anchor charts are organized by the few aspects of Spanish that are irregular. For example” b/v/ (barro) and v (vaso): c / s /z. (cesped), s(salsa) and z (zapato): silent h. (hermano, humedo). Words with the gender specific article (el problemo and la mano)</p>	<p>Word Walls</p>	<p>Word Walls are organized alphabetically emphasizing initial letters of works.</p>
<p>There is no real need for this list since all words can be decoded. A list of words that are challenging to write, and that match the word walls could be effective, but they would be very different words than those used in English.</p>	<p>Sight words</p>	<p>This is a list of words that cannot be decoded and do not follow regular rules. The list must therefore be memorized.</p>

<p>Because it is so transparent and regular, the dictado is used to teach spelling along with punctuation and other grammar skills. Lists are not used because they are not needed and they are limited.</p>	<p>Spelling</p>	<p>Because it is so opaque and irregular, spelling is taught through a list of words that match patterns. (27 letters in Spanish produce 26 phonemes whereas in English, 26 letters produce 40-56 phonemes).</p>
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33. What instructional tools will we be using to ensure our students reach grade level? I ask because we have had a problem getting kids on grade level in reading by fifth grade, especially our English learners.

The fact that our students are not getting to grade level and closing the achievement gap is **precisely why** the Task Force is recommending we move to a full immersion model at the primary grades. Based on the planned rollout, the first cohort of 5th grade students having gone through the full immersion model will be in 2027-28. winter and spring of 2022 and the 2022-23 school year will be planning time including time for a Request for Proposal, (RFP) to purchase Core Spanish materials. (Task Force recommendation #4 APS fund Spanish Language core materials for all dual language classrooms.)

According to the [Virginia Department of Education Support Document for Dual Language Immersion Education](#) (2020), A sizeable body of research focused on native speakers of the community’s primary language – in this case, English – shows that teaching literacy through the partner language does not harm the language development of native English speakers, since society provides a great deal of access to academic English outside of school. By third or fourth grade, native English speakers in 90:10 DL/I programs typically score at least as high as native English speakers from monolingual classrooms on standardized tests of reading achievement. This research holds true for students of all socioeconomic levels (Barnett et al., 2007; Howard et al., 2018). DL/I teachers using the 90:10 model state that they do not need to re-teach literacy skills when reading in English is introduced, although there are language-specific conventions that may need to be taught explicitly (Collier and Thomas, 2012).

Based on research, early full immersion programs for English speakers and target language speaking students have

a Sequential Bilingual Program where students learn to read in the target language first and add on English reading. Research shows that an early foundation in Spanish reading leads to stronger Spanish skills in the upper elementary levels for both groups of students: EO and ELs
Students demonstrate strong academic skills in both languages by 7th and 8th grades closing the academic gaps between English and Native Language (ELs) speakers.

Students also receive ELA and ELD, that according to the Center for Applied Linguistics', (CAL) presentation on Program Models and the Language of Initial Literacy in Two-Way Immersion Programs by Elizabeth R. Howard at the University of Connecticut and Julie Sugarman from the Center for Applied Linguistics with contributions by David Rogers and Natalie Olague of Dual Language Education of New Mexico (www.dlenm.org): (<https://www.cal.org/twi/initialliteracy.pdf>) "Literacy in English is not [...] withheld in the first years of the program – Preliteracy and literacy activities during 20% English time – Bilingual books – Making cross-linguistic connections – Reading in English at home © 2009 CAL – Environmental print within and outside of the school are all resources used by grade level and EL teachers as they teach ELA and ELD.

According to "Early Literacy Instruction in Spanish: Teaching the Beginning Reader" By Karen Ford, Rebecca Palacios (2015)

The primary difference between Spanish and English reading development and instruction occurs during the period in which children are learning to decode text. This is because of differences in the two languages' orthographies, or spelling systems. English has what is often referred to as an opaque orthography, meaning that English sound-symbol correspondences are not always predictable. Think, for example, of the pronunciation of "ough" in the words though, ought, through, plough, cough, and rough. Because of such inconsistencies, children typically spend three to four years learning to decode text fluently. Spanish, on the other hand, has a very predictable orthography, sometimes referred to as a transparent orthography. Once children learn the basic sound-symbol correspondences, they can easily decode most Spanish words. Thus, by the end of first grade, children can read most Spanish text with a high level of accuracy, regardless of the familiarity of the word patterns.

34. Should teachers be fluent in both languages to teach reading in each language? Do we believe conversational Spanish or English would be sufficient to teach children to read?

Licensed elementary teachers are certified to teach all core subject areas, including literacy and numeracy. It is the principal's discretion to place staff based on skill-set and need. Based on the planned phase-in roll out model, APS principals, Human Resources, the Office of English Learners, and the World Languages Office would have 19 months to collaborate and ensure staff are appropriately placed to teach both ELA and English Language Development, (ELD) for the first phase of implementation in the fall of 2023.

<https://www.colorincolorado.org/article/early-literacy-instruction-spanish-teaching-beginning-reader>