KEY RESEARCH FINDINGS conclude that students in DL programs:

- perform at or above grade level on standardized reading and math tests in English;
- score similar to their statewide peers by about 5th to 7th grade, if not sooner;
- achieve at or above grade level in reading (and math) tests measured in the L2;
- close achievement gap compared to English-only classrooms by about 5th grade.

Compared to students in gen. ed. programs, MS and HS DL students are:

- as or more likely to be enrolled in higher level math courses
- as or more likely to pass high school exit exams
- more likely to close the achievement gap by the end of high school
- less likely to drop out of school.

Sample 80-20 Full Immersion Model

- One LOTE teacher and one English teacher
- Mixed language groups in each classroom
- Teachers exchange groups throughout week/s
- Teachers synchronize their teaching

<table>
<thead>
<tr>
<th>L1</th>
<th>LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequential</td>
<td>Sequential</td>
</tr>
<tr>
<td>Both</td>
<td>Simultaneous</td>
</tr>
</tbody>
</table>
The program is offered for at least ____ years.
The two languages are separated by ________________ and are not used simultaneously.

Infused with ______ culture and multicultural curriculum.

The LOTE is used at least ____% of the time at all grade levels.

In 50-50 models: Content areas are taught in ________________.

Two-way DL programs have a balanced or near balanced number of ________ from each language.

In 90-10/80-20 models: Content areas are in the _____ in P-1 and increasingly in ________ languages after that.

**Effective DL Instructional Practices**

- Interactive instruction
- Integrated curriculum
- Learner-centered
- Scaffolding
- Flexible grouping
- Strategic learning
- Thematic approach
- Cooperative learning
- Authentic Literature and texts
- Authentic engagement with language

**Language Boundaries and Allocation**

<table>
<thead>
<tr>
<th>PERSON</th>
<th>TIME</th>
<th>PLACE</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who delivers the curriculum and in what languages</td>
<td>When the curriculum is delivered in the _____</td>
<td>Where the curriculum is delivered in the _____</td>
<td>What content areas are delivered in what languages</td>
</tr>
</tbody>
</table>
When to use the two languages simultaneously

- Students paraphrasing in the partner language
- Bilingual books, poetry and songs
- Cross-linguistic connections
- Bilingual student writing

 Preview-Review

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Bilingual Opposites
- estudiante ~ teacher
- trabajo ~ vacation
- otoño ~ spring
- guerra ~ peace
- tarde ~ dusk

1 noun about topic X
2 adjectives about topic X
3 gerunds about topic X
2 nouns about topic X
2 nouns about topic Y
3 gerunds about topic Y
2 adjectives about topic Y
1 noun about topic Y

Preview
What language? How much time? What is taught?

View
What language? How much time? What is taught?

Review
What language? How much time? What is taught?
COLOR-CODING IN THE BILINGUAL CLASSROOM

**Why color-code?**

- Memorize vowels and consonants, create syllables, combine to create words.
- Focus on decoding and encoding letters and syllables.
- Models: alphabetic (deletero), syllabic, and phonetic.

**Disadvantages:** memorizing, repetition, imitation, isolated words, lack of focus on meaning, not based on enriched language and vocabulary.

**Initial Literacy - Analytic Method (Método Analítico)**

- Words/phrases learned first, then discreet parts analyzed (letters, sounds, syllables, parts of words).
- Focus on meaning, comprehension, and literacy processes.

**Disadvantages:** sometimes does not incorporate direct instruction of discreet skills of literacy or assumes the learner will make the connection independently.
Mix Method (Método Mixto)

- Balanced Model: Combination of Analytic and Global Models
- Focus on:
  - Comprehension, context, meaning
  - Analysis of parts (letters/sounds/syllables) in context of meaning
  - Reading process emphasized (predicting, inferencing, summarize...)

https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative
**NYS Bilingual Common Core Progressions**

<table>
<thead>
<tr>
<th>New Language Arts Progressions</th>
<th>Home Language Arts Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: learning a new language (ESL or LOTE Programs)</td>
<td>Students: developing L1 (Native Language Arts or heritage language classes)</td>
</tr>
<tr>
<td>Examples Address Linguistic Demands: content-specific context, suggested activities</td>
<td>Examples Address Linguistic Demands: content-specific context, suggested activities in top 5 languages of NYS (Spanish, Chinese, Arabic, Bengali, Haitian Creole)</td>
</tr>
</tbody>
</table>

**The same for both Progressions**

5 Levels: Entering, Emerging, Transitioning, Expanding, Commanding

Performance Indicators: how students demonstrate indicators - scaffolds - four language domains

Linguistic Demand: words, phrases and forms of language

Standards: Reading (Information/Literature), Listening/Speaking, Writing

Receptive and Productive Language

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**Spanish**

- Many more verb conjugations than in English
- Written accents in words – but not all words have written accent
- Informal-formal forms of address. But usage varies among Spanish speaking regions
- When to use the C or the S, and the silent H
- Most nouns have gender
- Pronunciation: The U is not pronounced after a Q and usually after a G
- Punctuation and spelling differences:
  - Vocabulary variations across countries and **Estadounidismos**!

---

**Spanish words non-Spanish speakers can't say...**

Perro

[https://www.youtube.com/watch?v=nrjMXXsCnsZo](https://www.youtube.com/watch?v=nrjMXXsCnsZo)
ESTADOUNIDISMOS
La ANLE es la máxima autoridad del español hablado en EEUU
http://www.anle.us/303/El-espanol-de-los-Estados-Unidos.html


Choco entre dos paredes late mi corazón. Quien no sepa mi nombre es un cabezón.
Blanca por dentro, verde por fuera. ¡Si no sabes, espera!
Dóro parece, plata no es. Abran las cortinas, y verán lo que es.
Un señor gordito, muy coloradito, no toma café, siempre toma té
Lo come Pancracio, está en el champán; si piensas despacio sabrás que es el...
No es cama ni es león y desaparece en cualquier rincón.

Adivinanzas

Adivinanzas con homófonas y homógrafas ...
**Punctuation, Capitalization, Grammar Rules**

<table>
<thead>
<tr>
<th>SAME</th>
<th>DIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>¿</td>
</tr>
<tr>
<td>,</td>
<td>¡</td>
</tr>
<tr>
<td>?</td>
<td></td>
</tr>
<tr>
<td>!</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>October</td>
</tr>
<tr>
<td>Double negatives not ok (I don't want nothing)</td>
<td></td>
</tr>
<tr>
<td>No gender for nouns and articles (the clock)</td>
<td></td>
</tr>
<tr>
<td>Possessive nouns (Carmen's book)</td>
<td></td>
</tr>
<tr>
<td>Make and do are different (make the bed – do the homework)</td>
<td></td>
</tr>
</tbody>
</table>

**Prefixes**
- exportar ~ export
- reacción ~ reaction
- paramédico ~ paramedic

**Suffixes**
- inspiración ~ inspiration
- finalmente ~ finally
- caminando ~ walking

**Idioms: Piece of Cake or Hard Nut to Crack?**

- Idioms are difficult for second language learners
- Transparent idioms are easier to learn than opaque idioms
- Idioms are non-compositional: cannot get meaning of the phrase by putting the meanings of each word together. The idiom only has meaning as a unit.
- Most idioms are not translatable
**Idioms**  
[http://vimeo.com/41537538](http://vimeo.com/41537538)

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**Spanish/English Cognate Types**

<table>
<thead>
<tr>
<th>Type</th>
<th>Spanish Example</th>
<th>English Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>false cognate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>high-frequency E word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>high-frequency S word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>low-frequency E word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>high-frequency S word</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
https://www.youtube.com/watch?v=A0e4mkzBdCs

Latin/Greek Roots activities: http://www.gottoteach.com/2015/06/teaching-greek-and-latin-roots.html
List of Strategies/Activities in this PD

- Pattern language reading/writing (Afortunadamente)
- Bilingual Diamante Poem
- Preview-Review
- Cambiar una rana a un gato (Chaging a Hen to a Fox)
- Cadena de palabras (Word Chain)
- Sentence Pyramid
- False cognate photo pairs
- Cognate Poem

**STRATEGIES**

**GRAPHIC ORGANIZERS**
- Venn diagram, flow chart, hierarchy organizer, cyclical organizer, sequence organizer, fish-bone concept map, story map, web
- H-chart, T-chart, E-chart, VIKI
- Semantic feature analysis

**COGNITIVE SCAFFOLDS**
- Outline, mnemonic device, rubric
- Sentential frame, sentence prompt, questionnaire, close text
- Can card, anticipatory guide, information gap
- KWL
- Semantic feature analysis
- Follow example or template
- Repetition, recall, elaboration (by the teacher)

**VISUAL & TACTILE SCAFFOLDS**
- Realia, manipulatives, videos, photos/illustrations
- Pointing, arranging, matching, representational gestures
- Picture walk, chapter walk

**KINESTHETIC SCAFFOLDS**
- Grouping: small groups, pairs
- Dramatize, act out, representational gestures, tableau
- Physical prompts (gestures)

**VOCABULARY SCAFFOLDS**
- Illustrated word cards, cognates, word banks, word square, cluster word webs

**INSTRUCTIONAL MATERIALS**
- Videos, images, posters, dictionaries, word banks

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Spanish Bilingual Resources brings together some of the best Internet Education sites for Spanish bilingual teachers. Our ever-increasing collection can also be used by students and parents.

- Bilingual Resources: [http://www.spanish-resources.org/spanish_fun](http://www.spanish-resources.org/spanish_fun)
- Two-Way Instruction: [https://www.eduplace.com/bi/](https://www.eduplace.com/bi/)
- CAL (Center for Access and Learning): [http://www.cal.org/twi/standards.htm](http://www.cal.org/twi/standards.htm)

The benefits of a bilingual brain


Speaking in Tongues (5):


http://mafalda.dreamers.com/

http://www.pinterest.com/laurajoma/humor/
http://www.pinterest.com/pin/44712306928042723/

http://www.gocomics.com/explore/espanol

Catalogs

Lectorum http://www.lectorum.com/
MantraLingua http://usa.mantralingua.com/
Lee and Low Books https://www.leeandlow.com/
Del Sol Books http://www.delsolbooks.com
East West Discovery Press http://www.eastwestdiscovery.com/
Star Bright Books http://www.starbrightbooks.org/
Cinco Puntos Press http://www.cincopuntos.com/bilingual.sstg
Loritos Books http://loritobooks.com/
Language Lizard http://www.languagelizard.com/
Cuatro Gatos http://www.cuatrogatos.org/
Benchmark Education http://www.benchmarkeducation.com/
Velazquez Press http://velazquezpress.com

Rhymes - Riddles

http://www.multilinguabooks.com/children.html

http://www.cincopuntos.com/bilingual.sstg

http://www.delsolbooks.com

http://www.lectorum.com/

http://usa.mantralingua.com/

https://www.leeandlow.com/

http://loritobooks.com/

http://www.languagelizard.com/

http://www.cuatrogatos.org/

http://www.benchmarkeducation.com/

http://velazquezpress.com

http://www.starbrightbooks.org/