

# Dual Language-Two Way

Dual Language Framework	Kindergarten		1 <sup>st</sup> Grade			
	A/B Day		First Semester		Second Semester	
	A- Day Spanish	B- Day English	A- Day Spanish	B- Day English	AA- Day Spanish	BB- Day English
<b>SLAR</b>	175 minutes Social Studies Integrated		180 minute Social Studies Integrated		180 minutes Social Studies Integrated	
<b>Social Studies</b>		175 minutes Social Studies Integrated		180 minute Social Studies Integrated		180 minutes Social Studies Integrated
<b>ELAR</b>						
<b>Creative Learning Stations/ RTI</b>	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
<b>Science</b>	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
<b>Math</b>	70 minutes	70 minutes	80 minutes	80 minutes	80 Minutes	80 minutes

## KEY

Spanish Instruction	English Sheltered Instruction
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**SLAR** Spanish Language Arts  
**ELAR:** English Language Arts

### **AB DAY in Grades Pre- K4, Kinder, and 1st grade(first semester)**

AB DAY rotations mean students will receive instruction for all content areas one day (A DAY) in Spanish and then the following day (B DAY) the students receive instruction in all content areas in English..

### **AA BB Day in 1st grade (second semester)**

AA/BB DAY rotations mean students will receive instruction for all content areas for two days(AA Day) in spanish and then the following two days (BB Day) the students receive instruction in all content areas in English.

### **AB WEEK in Grades 2-5**

AB WEEK (5 days) rotations mean students will receive instruction for all content areas one week (A WEEK) in Spanish and then the following week (B WEEK) the students receive instruction in all content areas in English.

### **Language of Intervention**

- Reading
  - K through 2nd Grade: If reading level is below grade level in L1 = L1
  - 3rd-5th Grade: If reading level is below grade level in L1= L1
  - 3rd-5th: Monitor zones of biliteracy

### **Sheltered Instruction in English and Spanish**

Sheltered Instruction is an approach that engages English Learners (EL) and Spanish Learners (SL) above the beginning level in developing content knowledge, academic skills, and increased language proficiency. It involves using clear, direct, simple English or Spanish language and scaffolding strategies to increase comprehensible input (CI) in the content areas. Instruction needs to include learning activities that connect to students background knowledge, require collaboration and spiral through curriculum material.

### **Assessment:**

Instruction is based on student language proficiency with an emphasis on bridging English to Spanish and vice versa, especially for native Spanish speakers with 0 -1 years in school, newcomers and/or TELPAS proficiency levels in Beginning or Intermediate and native English speakers with low LAS-LINKS proficiency levels. Language levels need to be reviewed before the LPAC state assessments meeting to help make informed decisions on language of testing.

### **Participating Schools**

Brandenburg, Farine, Thomas Haley and T.J. Lee