

SPANISH LANGUAGE FRAMEWORK FOR ACADEMIA CESAR CHAVEZ

SCHOOL YEAR 2018-2019

BACKGROUND

Academic Cesar Chavez (ACC) is a school with a vast experience in bilingual education. ACC is committed to parents and the community to teach their children to master two languages. As stated in our mission statement, the goal is for scholars to become “bilingual and biliterate.” Scholars who graduate from ACC at the end of eighth grade will have received the consistent Spanish instruction to become proficient listeners, speakers, readers, and writers of Spanish.

Academia Cesar Chavez offers Spanish instruction from prekindergarten to grade 8. At ACC, the two programs that work in conjunction to provide Spanish language education are the dual immersion program and the Spanish enrichment program. The dual immersion program is delivered to all scholars in grades prekindergarten, kindergarten, and first grade. Spanish enrichment classes are delivered to all scholars in grades two through eight. Scholars at Academia Cesar Chavez will receive rich, and deep Spanish language instruction for ten years: from prekindergarten to grade eight.

DUAL IMMERSION PROGRAM

Over the past several years, the dual immersion program has become refined and strengthened. The daily structure and approach to instruction closely matches from classroom-to-classroom. Each scholar in prekindergarten, kindergarten, and first grade receive 60% of their daily instruction in Spanish and 40% of their daily instruction in English. Literacy is taught in Spanish and numeracy is taught in English.

SPANISH LITERACY INSTRUCTION

During literacy instruction time in prekindergarten, scholars learn the following:

- to follow directions, and ask and answer questions to demonstrate understanding the meaning of the language;
- participating in reading activities and learning words and sounds in language;
- recognizing letters;
- understanding the conventions of reading and concepts about print and structures of texts;
- writing their name and other words

In kindergarten and first grade, scholars learn the Minnesota State Standards with a supplement from the Common Core standards that are unique to Spanish language learners. The main curriculum used is *Benchmark* with the supplemental phonics curriculum *Estrellitas*. Literacy intervention curriculum for struggling readers is American Reading Company’s *Foundational Toolkits*.

ASSESSMENT

FORMATIVE ASSESSMENT

Scholars in prekindergarten, kindergarten, and first grade are assessed weekly on key skills and concepts in early literacy.

SUMMATIVE ASSESSMENT

They are also assessed in the fall and the spring on the FAST. Prekindergarten scholars are assessed in the fall, winter, and spring on the COR.

FINE MOTOR SKILLS

Scholars are learning correct use of the pencil and writing within the page margins. There is a strong focus on the student's writing within the margin of the lines, and greater focus on the size of uppercase and lowercase letters. Scholars are also learning about how to use Spanish words heard or thought and write them on paper.

REINFORCEMENT AT HOME

Children in this age band should read and be read to each night for 30 minutes.

OUTCOMES

By the end of first grade, scholars should be able to do the following:

- Ask and answer questions about texts, retell stories, determine main idea, and describe characters, setting, and major events
- Identify within the text words connoting feelings, explain differences in fiction and informational text, and identify the narrator
- Read and comprehend at first-grade level with the ability to compare and contrast between two texts
- Demonstrate phonological awareness, phonics and word recognition, and fluency at the first-grade level
- Write opinion pieces, explanatory texts, narratives, and research pieces
- Participate in conversations, describe people, places, things, and events, and speak in complete sentences
- Use conventional Spanish grammar, use capital letters and lower-case letters correctly, and recognize the accent mark in common words
- Determine the meaning of unknown words

SPANISH ENRICHMENT PROGRAM: GRADES 2-5

The purpose of the Spanish enrichment program is to bolster the Spanish language skills of scholars who are heritage Spanish speakers and to develop foundational Spanish language skills for beginning Spanish speakers. The Spanish enrichment program is delivered to all scholars in grades two through eight.

SPANISH LITERACY INSTRUCTION

In grade two, scholars receive 60 minutes of Spanish instruction that is focused on bridging between their use of Spanish and English so that they are able to use English as their primary language of school and academics.

In grades three through five, scholar learning is based on the Common Core standards and WIDA standards. Students will focus on the language in areas such as knowledge of the alphabet, vocabulary, reading, writing, phonetics, conversation, reading analysis, literary genres, differentiation of text content, study of written mathematical data, discrimination of texts in science. Scholars in grades three through five have Spanish daily for 40 minutes.

CURRICULUM

Scholars use the Santillana *Descubre* curriculum.

ASSESSMENT

FORMATIVE ASSESSMENT

Scholars are assessed weekly on key skills and concepts in literacy; these include medium-to-advanced spelling, simple sentences writing, personal descriptions, and descriptions of objects of visual and abstract ideas.

SUMMATIVE ASSESSMENT

Scholars are assessed in the fall, winter, and spring on the Spanish Fountas and Pinnell assessments in grade 2. In grades three through five, scholars are assessed using the WIDA standards, Guerrero 50-50 writing standards, and other alternative assessment tools, such as surveys, and questionnaires.

For the assessments, scholars are given an overall composite score of 1, 2, or 3, which are *Beginning*, *Intermediate*, and *Advanced*, respectively.

REINFORCEMENT AT HOME

Scholars should read each night for 30 minutes.

OUTCOMES

By the end of fifth grade, scholars should be able to do the following:

- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
- Exchange basic information at the word and phrase level related to self and targeted themes.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

SPANISH ENRICHMENT PROGRAM: GRADES 6-8

The purpose of the middle school Spanish enrichment program is to continue to strengthen the Spanish language skills of scholars who are heritage Spanish speakers and to develop foundational Spanish language skills for beginning Spanish speakers..

SPANISH LITERACY INSTRUCTION

Each year, all scholars in grades six through eight receive 2000 minutes of Spanish. Instruction and scholar learning is based on the Common Core standards and WIDA standards.

CURRICULUM

Scholars in the advanced middle school groups use the Santillana Yabisi and Castillo-MacMillan curriculum. Scholars in the basic groups will use the Santillana *Descubre* curriculum.

ASSESSMENT

FORMATIVE ASSESSMENT

Scholars are assessed weekly on key skills and concepts in Spanish literacy; these include the following:

- Major writing challenges to achieve the general and specific objectives of the standards
- concrete skills of the written and oral domain of Spanish
- the use of oral language in small and large groups
- advanced academic vocabulary
- oral and written summaries of texts and
- literary analysis of texts

SUMMATIVE ASSESSMENT

Scholars are assessed using the WIDA standards, Guerrero 50-50 writing standards, and other alternative assessment tools, such as surveys, and questionnaires.

REINFORCEMENT AT HOME

Scholars should read each night for 30 minutes.

OUTCOMES

By the end of eighth grade, scholars should be able to do the following:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.