

# New!

## Two Way Bilingual Immersion Program

Adams Elementary will be opening a Two-Way Bilingual Immersion Program for incoming kindergarten students in the 2015-2016 school year. A new grade level will be added to this program each year. Students who attend a Two-Way Bilingual Immersion Program will learn to read, write, and speak in Spanish and English.

Two-Way Bilingual Immersion blends two language education models: An immersion program for English only speakers and a bilingual maintenance model for English Learners. Students from two language groups attend classes together, learning from one another and supporting each other's second language acquisition. Both groups of students develop linguistic and academic competence in two languages: their native language and one more.

### **Benefits for students:**

Students that learn a second language benefit in the following ways:

- Improves academic achievement
- Enhances communication skills
- Expands students' multicultural views
- Provides future career options
- Learning a second language during childhood is the best time to develop fluency, pronunciation, and a natural ease of expression.

### **Instructional Models**

Programs follow 2 types of instructional models, the 90/10 or the 50/50 instructional model. 90/10 and 50/50 both refer to the distribution of two languages in dual language programs.

#### **90/10 Model**

- In the 90/10 model, the program starts in kindergarten with a curriculum that is 90% in Spanish and 10% in English. There is a gradual increase of English until it reaches 50% at the upper elementary level (4<sup>th</sup> and 5<sup>th</sup> grades).

#### **50/50 Model**

- The 50/50 model starts in kindergarten and continues throughout the elementary level with 50% of the instruction in Spanish and 50% in English.

Research shows both models show similar English outcomes, the 90/10 model shows stronger Spanish outcomes. [www.lindholm-leary.com](http://www.lindholm-leary.com)

## More Research...

### **Research shows both 90/10 and 50/50 Two-Way Bilingual Immersion models have positive outcomes for students.**

Kathryn Lindholm-Leary, Ph.D. (<http://www.cal.org/twi/toolkit/PI/PIreferences.htm>) (*ELL=English Language Learners*)

- ELL students develop stronger literacy skills in Spanish in 90/10 than 50/50 programs.
- For ELL students, there is a high correlation between reading (and math) achievement across the two languages. Thus, it is important to develop high levels of achievement in Spanish.
- Simply adding more English instructional time does not yield higher outcomes in achievement measured in English for English language learners. If adding more English time did produce higher test scores, then 50/50 programs should promote higher scores for ELL students. However, there are either no differences or an advantage for students in 90/10 in examining reading and math scores in English with both norm-referenced (CAT6) and criterion-referenced (CST) tests.

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### **Adams Instructional Model**

Adams Elementary will determine the instructional model once we know how many students are enrolled in the program. Parents will have an opportunity to voice their opinion in this decision.

### **It's not just for Elementary Students:**

The Seal of Biliteracy is an award given by a school in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. A Seal of Biliteracy is a statement by the school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. A Seal of Biliteracy is granted to all students who meet the criteria for the award. For each level, criteria are set for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English.

Comparing the achievement of students in 90/10 and 50/50 models, Lindholm-Leary found that by Grades 6, English language learners and native-English-speaking students scored similarly to their peers of the same language and economic backgrounds on achievement tests in English. When achievement was measured in Spanish, students in 90/10 programs scored higher than students in 50/50 programs. Thus, **more instructional time spent in Spanish positively affected achievement in Spanish and had no negative effect on achievement measured in English.**

-Center for Applied Linguistics