Dear NNELL Members,

Light the candles on the cake, hang the streamers and balloons, and pop the champagne! NNELL is celebrating a milestone birthday. We are 25 years old! How much has changed over the past 25 years? In 1987, there were no National Standards for Foreign Language Learning. According to a Center for Applied Linguistics survey taken that year, 14%, one in five schools, reported offering a foreign language. Of those, 57% had FLES programs, 41% FLEX and only 2% immersion. Methods classes, as well as professional development for pre-K-8 language teachers were almost non-existent.

These conditions are what inspired NNELL founders to create a networking organization where those concerned with early language learning could share information. In a special anniversary article of this issue, Janet Glass shares reflections gleaned from interviews she conducted with NNELL’s founders. They remind us of how things were and offer visions of what will come.

Early language learning is evolving because of a shrinking world, the global economy, changing politics and demographics, new technologies and cognitive research. To complement the visions of NNELL’s founders, I asked some emerging leaders in our field to comment on how they see early language learning today. Here’s what they said:

Barbara McAffee of Wyoming finds ‘language learning’ as a phrase leading one to believe that the language focuses only on the vocabulary and the medium happens to be another language. Bilin

gualism and its cognitive benefits, plus a K-12 education for global

The sooner the voice starts, the greater it will be.”

According to Pearson’s 2012 District Superintendent of the Year, Alyssa Villareal, “the future of elementary language learning is full of possibility. The story that can be written depends on the work we do today and how we work together to blaze the path for our students of tomorrow.”

Assuming her new role as NNELL vice president, Nadine Jacobsen, seconds the need for collaborative effort. “The 21st century continues to deliver tools that allow people to collaborate and unite. These tools can be used to create a greater voice that speaks for educators, administrators, families and students who are concerned about college readiness and global competitiveness. Before programs are threatened, we need to reach out to all invested parties in order to showcase success stories, supporting research and its contribution to college readiness. The sooner the voice starts, the greater it will be.”

So, as we celebrate this 25th anniversary year, let’s strengthen the voice for early language learners by banning together through the networking advantage that NNELL offers.

Jacque Bill Van Houten, President

PS: This is my last message to you as NNELL president. Thanks to each and every one of you for your devotion to children learning languages. I have thoroughly enjoyed networking with you over the past two years and will continue to support the NNELL mission. I wish you well and ask you to welcome Rita A. Olekson to her new role as your incoming president.

Down Samples of South Carolina foresees “a continued growth of immersion programs in the U.S. These are times of economic dures where districts are trying to do more with less. Combined with the growing awareness of the urgency in our society and economy for truly proficient speakers with high intercultural skills, immersion is an efficient, economical means to an end.” To that end, you’ll be seeing more journal articles and information on the website that focus on immersion.

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Learning Languages ~ 5

A Global Perspective

by Stacie Nesudomski Berdan

Globalization, nearly everyone agrees, is here, now, and happening faster every year, so all of us – and especially, all of our children – will need to figure out how to cope with it. As a professional and a parent, I know that the world is changing faster than I can even keep up with the tasks. As time when globalism will no longer be even seen as a trend, but will be part of the fabric of how we all live. Our ever more complex world demands that we raise our children with the mental agility, emotional stability, and personal and social skills needed to operate successfully in a multicultural global economy.

As important as global awareness will continue to be for career success, global-mindedness goes beyond financial advantages. Many globally-focused families like mine enrich our children’s lives by sharing in the joys of the vast and interesting beauty of the world. In the most obvious sense, expanded travel opportunities have opened the globe and all its cultural and ecological richness to middle-class families. Trips that our grandparents could only dream about – or read about in National Geographic – are being taken by so many children today. My twin daughters, now 12, have already swum with whale sharks in the Philippines, seen some of the tallest skyscrapers in the world in Hong Kong, tasted warm crepes on the streets of Paris, eaten traditional Polish food with their first-generation immigrant grandmother in Warsaw, and climbed Mayan temples at sunrise in Guatemala.

But exciting as it is, international travel is only the icing on the top of any globally-vested building. The main ingredients are the many global experiences that can be incorporated into any family’s daily life. Our kids’ cross-cultural curiosity has been encouraged by going to ethnic restaurants and having Indian, Thai, Italian, Mexican, Greek, Lebanese and Chinese foods cooked periodically at home; by doing puzzles and playing board games involving geography, animals, and people from around the world; through friendships with kids from other cultures; and by scouring libraries for books and music about faraway people and places. Most kids love to try new and exciting things, and variety is truly the spice of life for parents as well. Mixing global adventures at home with tried-and-true traditional and local favorites is a great recipe for getting the mental agility and global awareness of the broader world.

Adding language to the mix creates an even richer experience. Every parent who shares more than one language with a child knows the joys of bilingual jokes, rhymes that cross linguistic boundaries, and the special “secret code” thrill of being able to share intangibles in a language inaccessible to others. Journalist Roya Hakakian, the mother of twin boys who are bilingual in Farsi and English, is fond of saying “double the language means double the fun.”

A focus on global citizenship, approached with a strong foundation and starting from infancy, can add interest and joy to the life of any family. The benefits of raising open-minded, kids ready to see global interconnections as both opportunity and welcome challenge also pays off in resulting resiliency in our children.

Instilling a global perspective also combines parenting skills and appreciation for the global world to raise children with the mental agility, emotional stability, and personal and social skills needed to operate successfully in a multicultural global marketplace. A child raised with a global perspective is a child to whom the world seems exciting, boundless and full of adventure. Global citizens are not afraid to extend hands in welcome and friendship to the world. And never have such people been more important to their own country and the world as they are today.

For many people, globalizing the next generation means fear that they won’t be able to compete, that all that is known and familiar will somehow be swept away. Global-mindedness, at its most fundamental level, is about not being afraid of other cultures or people. It is about feeling confident that we have our own strengths to share and stories to tell, even while respecting the strengths and stories of others. Global perspective replaces fear with curiosity, rigid adherence to old habits or views with openness and flexibility, and concern that old doors will be closed with excitement about new challenges and opportunities.

Mark Twain’s comment, “The best cure for ignorance, bigotry and narrow-mindedness is travel.” A commitment to global-mindedness, together we can establish a healthy grounding in local community and traditions, can provide a framework for raising kids who are cognizant and accepting of other cultures. Parents want for their children the true freedom from anxiety and frustration that grows from both self-confidence and an open mind.

Happy New Year to our readers, and happy 25th anniversary to NNELL! I am very pleased to be able to share with you our latest issue of the journal, the theme of which is Connecting with the Common Core. I know you will enjoy reading the various essays and notes that address the priority and effective and productive forms of food and thought with regard to the Common Core and foreign language instruction at the earliest levels, as well as connections that we make to English Language Arts every day. Among the articles in this issue you will find:

- Al Martino and Harriet Barnett’s article, which highlights some of the necessary strategies to help students build literacy skills across the classroom.

- Paul Sandrock, ACTFL’s Director of Education, talks to us about the Common Core vis à vis the three modes of communication within Priscilla Russel and Rosanne Zeppieri share a toolkit of strategies to build literacy in the world languages classroom.

- Diana E. Welch-Alvis, alvis@fulton.k12.ga.us, explores in greater depth her keynote presentation given at the NNELL 25th anniversary breakfast held at ACTFL in Philadelphia last November.

- Be sure to check out Jack Schandel Van Houten’s interview with Gregg Roberts about the Utah Immersion program and the impact that it’s having on language in the classroom.

- Mimi Met reflects on language education in her perceptive piece, “Toward a Retreived Focus: Literacy in Early Languages.”

- Page after page, you will find useful information in articles written from those well-known to our profession, such as Helena Curtain and Lyon Fulton Archer, not only to initiate conversation with other foreign language educators, but also to encourage discussion with colleagues across subject areas on this timely topic.

- As we kick off our 25th anniversary year I know you will enjoy reading “A Reflection on NNELL at 25: Interview with the Founders.” I would like to extend a special view with the Founders. I would like to extend a special
by Janet Glass

On the occasion of NNELL’s 25th anniversary, I looked into a bit of its past and sent interview questions to those early leaders that could be reached.

The Founding

It was November 1986. An ACTFL Conference in Dallas brought them together at a networking session for early language programs. These professionals were lamenting: elementary schools interested in foreign language programs had no network for support. So our Founding Mothers decided to do something about it.

Nancy Rhodes said, “The Center for Applied Linguistics organized and hosted the planning meeting in January, 1987 at CAL’s offices in Washington, D.C. Twenty-five educators from 16 states met, most of whom came from out of town at their own expense.

“It was like a pajama party at my house,” Mimi Met said, “and the excitement was palpable.”

At the end of the two-day meeting, the National Network for Early Language Learning was born. The Executive Committee that came out of that meeting included Carolyn Andrede, Diane Ging, Mari Haas, Nancy Hess, Melanie Klutts, Gladyse Liptron, Kathleen Riordan, Nancy Rhodes and Marcia Rosenbusch. Marcia said, “I had just finished my Ph.D in 1986 and had focused my dissertation on the topic of second language learning in young children. I presented my findings at the ACTFL Conference in Dallas, Texas, in November 1986 at which we decided that an organization such as NNELL was needed.”

The Early Days

Kathy Riordan looked back on those early days: “I think that the concept of a network encouraged teachers, usually with little administrative support, to be changemakers.”

Carol Ann (Pesola) Dahlberg, co-author of Languages and Children: Making the Match, said, “Visibility for early language programs was relatively low. NNELL gave us a focal point for the passion we shared for early languages in the early years.”

At that time, Nancy Rhodes, Mimi Met, Carol Ann (Pesola) Dahlberg, Helena Curtain and others were instrumental in providing professional development opportunities for districts across North Carolina. “That helped us establish strong programs,” Mary Lynn Redmond recalled. As more and more states were included in the network, NNELL also began to sponsor networking sessions at conferences across the country.

Mary Lynn said, “NNELL began as a grassroots organization and I think this is the beauty of the organization.”

Mimi Met recalled that “when ACTFL first scheduled sessions for us to share materials or information, about seven or eight of us showed up. One way we knew NNELL was a success was when the annual Swap Shop breakfast at ACTFL sold out at 250 tickets.”

Publications Emerge

NNELL at 25 and its founding mothers
In the spring of 1989, NNELL produced the first volume of a publication, FLES News. This newsletter helped to create cohesion among participants. It also served to disseminate information to a growing body of NNELL members. In the fall of 1995, NNELL transitioned from a newsletter to a refereed journal entitled, Learning Languages. One of our Founding Mothers, Marcia Rosenbusch, was the first editor of FLES News. She then became the founding editor of the journal.

Marcia remarked, “I think having a journal was a strong visible reminder of the organization and its work.” Carol Ann said, “In its early years, NNELL published, and eventually for a referred portion of the journal, helped to include pre-kindergarten through university participation.”

A More Formal NNELL

Then, in the fall of 1991, NNELL elected their first officers and approved the constitution. Many of the founders continued to help shape the organization. The elected officers included CarolAnn Pielo Dahlberg, Carolyn Andrade and Audrey Heinting-Boytoun. Nancy Rhodes was appointed executive secretary and Marcia Rosenbusch, editor. Among the accomplishments in the subsequent years were becoming a voting member of NJCL, dividing NNELL into five geographical regions with regional representatives, and establishing the NNELL Swapshop breakfast at ACTFL in 1992.

Kathy Riordan reflected that her favorite NNELL memory is the Swapshop breakfast. She called it “a lively member-directed event where sharing is the most important thing.”

During the more formal years, NNELL also became partners with ERIC-CLL, working with the ERIC Clearinghouse on Languages and Linguistics at CAL. Under the presidencies of Mari Haas, Eileen Lorenz and Mary Lynn Redmond, political action and advocacy grew widely along with strong networking. In 1997, Mary Lynn organized an Invitational Institute that brought 58 NNELL members to Wake Forest University. Participants created lessons to reflect the reforms in K-8 language education that were brought on by the new National Standards.

Later, NNELL Institutes were held at Iowa State University for several consecutive summers. This is a favorite memory of Marcia’s: “The NNELL workshops we were able to hold at Iowa State University through the National K-12 Foreign Language Resource Center were great. They helped teachers from across the country have time to get to know each other and talk about mutual concerns.”

As noted by Carol Ann, “We set up a formal structure that ensured that many voices could contribute to the development of the organization.” NNELL’s structure in more recent years has also benefitted from the fine leadership of some who may not have been previously mentioned. They include presidents Susan Walker, Christine Brown, Myrian Mer, Carine Feyton, Martie Semmer, Lori Langer de Ramirez, Janis Jensen, Terry Caccavale, Paula Patrick, Jacques Van Houren and Rita A. Oleksuk.

The Standards for Foreign Language Learning in the 21st Century

In addition to networking, supporting programs, and advocacy, NNELL has also been a force in national foreign language goals. Marcia Rosenbusch relates an anecdote that changed the face of the ACTFL National Standards. In 1993, I ran into members of the Standards Task Force Committee as we overlapped at a meeting on the East Coast. I learned that they were not thinking of including the elementary level in the standards document since there were few elementary programs at that time. When I got back home, I wrote a position paper that expressed the idea that “establishing standards for eighth and twelfth grade, but not fourth grade, limits the future of the profession” and sent it to the NNELL Executive Board for approval. They backed it, and with this statement from the NNELL Executive Board, Christine Brown, Chair of the Standards Task Force, later said she was able to get the task force to visit K-12 schools in Florida. After that they decided to make the Standards K-12.

The National Standards Task Force attributed NNELL’s strong push for a K-12 framework as the impetus that broadened the scope and long-term impact of the standards.

Other Impacts on the Profession

According to some of our early leaders, the impact NNELL has had on the profession extends not only to teachers, but also to the public and other organizations. Kathy Riordan stated, “I think NNELL has given members a power base from which to learn and with whom one can advocate for change.”

Carol Ann Dahlberg said, “It brought visibility to the needs of language education at this level.” Marcia offered, “I think, through the years, it has made other organizations, such as ACTFL, more aware of the elementary school level of world language teaching.”

Nancy went even further: “One of the most exciting things has been seeing how a small grass-roots, low budget effort—of teachers, administrators, teacher trainers, and researchers—has been able, by working collaboratively, to make a huge impact on the teaching of languages to young children. Over the last 25 years NNELL has moved the field of K-4 language education into the forefront of K-16 language education.”

Advice for Current and Future Early Language Teachers

Our NNELL Founding Mothers have seen the organization grow and the profession change. They are eager to impart their wisdom to those who will follow. One strongly stated, “Stay in the target language in your classroom.” Research confirms that this very simple premise leads to higher student proficiency levels.

Another encourages us to join organizations to keep developing professionally. She advises new and veteran teacher alike to be active in those organizations and share with colleagues. World language teachers, especially in the elementary school, can be in a lonely, isolated position.

One of the Founding Mothers asks teachers to volunteer to be that support that colleagues in other schools may need. Another said, “Follow in the footsteps of those trailblazers who never gave up. Love your work, and work for the best possible programs in every school.”

• NNELE: National Network for Early Language Educators
• NESFL: Network of Elementary School Foreign Language Educators
• FLIC: Foreign Language Instruction for Children
• NELL: Network for Early Language Learning
• EFL: Early Foreign Language Learning
• EAL: Early Additional Languages

Looking ahead, there is no end to the challenges we still face. Yet, as NNELL looks back at the past 25 years, we find a great deal to be proud of. We insisted that early language learning and long sequences were important. Over the past two and a half decades, more and more research has supported this position, and we were right there to spread the word. Although the future is never certain, we do know one thing for sure: The vision and courage of our Founding Mothers has served us well.

Carol Ann Dahlberg ends on a high note: “It was a privilege to be one of the Founding Mothers of NNELL. We had high hopes and they were fulfilled beyond all expectations.”

NNELL’s Role Today and in the Future

“NNELL is poised to play a very important role in the future of language education in the United States,” Nancy Rhodes suggested. “Because of the economic recession, many schools and districts have cut their language programs. Compounding this, No Child Left Behind has hurt languages as math and reading have dominated the resources. This has also hurt our NNELL membership. But NNELL can play a critical role in collaborating with other organizations to ensure that a strong language component is part of a world-class education.”

Mary Lynn Redmond agreed, “It is important that we show that the development of students’ global competence cannot become a reality without serious attention to language study that begins early.”

Marcia Rosenbusch added, “For NNELL to be effective, the NNELL leaders need to have regular, quality communication with their members and to work to have a presence at the national level.”

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A tribute to Mari Haas (in absentia), one of the Founding Mothers and a NNELL past president, at the 2010 ACTFL Conference Swapshop Breakfast in Boston. From left: Helena Curtain, Terry Caccavale, Janet Glass, Pamela Velez, Joice O’Neill, Nancy Rhodes, Marcia Rosenbusch, Alicia Visions.
As language educators, we strive to help students learn to communicate in other languages, understand the relationships between cultural perspectives, practices, and products, make comparisons and connections between their own language and the language they are learning, and use their language within and beyond the school community. But what language education really boils down to is helping students figure out their place in the world and the world’s place in their own lives. While certain aspects of the implementation of immersion programs in Delaware are unique given the state’s size, demographics, and role in national education initiatives including Race to the Top, Common Core, and Smarter Balance, the Delaware experience replicates what every state, district, or even school goes through as they try to provide students with more intensive, longer sequences of language learning that lead to high levels of proficiency. Delaware may be one of the smallest states in the nation, however, it is a clear representation of the saying “It’s a small world.” The state exports products to more than 160 different countries each year, cities across the state participate in 6 Sister City Partnerships, and Delaware regularly sponsors Trade Missions to locations including China, Germany, Italy, and even Pakistan. Residents in the state speak more than 80 languages combined, the Department of Education has Memoranda of Understanding in place with 14 countries, and schools in 55% of the state’s school districts have established international school partnerships.

With these things in mind, Delaware Governor Jack Markell envisioned the Governor’s World Language Expansion Initiative. Through collaboration with the Delaware Department of Education, an aggressive world language education plan was crafted with multiple pathways for students K-12 to achieve advanced levels of proficiency by the time they graduate high school, so they are prepared to compete in an ever-changing global economy at home and around the world. The initiative includes creating proficiency-based assessments for students, providing ongoing proficiency training for teachers, launching middle school language programs, and creating a network of twenty immersion programs across the state over the course of the next five years. Students enrolling in immersion programs in Kindergarten in either Mandarin Chinese or Spanish will spend six years learning half their academic content in English and the other half in the target language, in a 50/50 immersion model. By 9th grade, they should be positioned to obtain Placement credit in the language they have been learning and continue language study through 12th grade. (See figure 1: DE Articulation)

In order to ensure the success of the Governor’s World Language Expansion Initiative and the Delaware World Language Immersion Programs, the Delaware Department of Education has made a concerted effort to put people and structures in place to support the growth and development of these programs. The World Language Immersion Team works in close collaboration with the Education Associates for other content areas including math, science, and social studies to gain a deep understanding of the content of the Delaware Recommended Curriculum, the Common Core Standards, and their role in classrooms and instruction across the state. Collaboration with Education Associates for English Language Arts is also key in building a clear understanding of how we can ensure literacy develops in two languages simultaneously. This same collaboration takes place at the district and school-level where immersion language teachers collaborate with district content area specialists and their English partner teachers to ensure that appropriate content is taught and reinforced in both languages. (See figure 2: Instructional split)

THE LEGS OF LITERACY

At its core, literacy is made up of three interconnected elements: sound, meaning, and print (Met, 2012). To illustrate the interconnected nature of these three elements, the World Language Immersion Team created an image of a three-legged stool that illustrates how each of them is integral to the process of building literacy in any language. Take away one of the legs, and the stool falls over. Remove one of the elements, and full literacy fails to develop, which means it also no longer has the ability to fully support academic learning. In order to ensure that every student in our immersion programs has a “stool to sit upon,” we need to make sure that they have constant, consistent, and ever-increasing access to each of the elements – sound, meaning, and print – by supporting teachers as they create learning environments that foster literacy development. (See figure 3: Legs of literacy)

COMPREHENSIBLE INPUT

An environment rich in sound is one in which the immersion teacher is constantly using the target language and giving students access to a wide variety of voices and sounds in the language. Students enrolled in Delaware World Language Immersion Programs receive a tremendous amount of oral language input from a variety of sources: their teacher, instructional video clips from core content sources, and their English partner teachers to ensure that appropriate content is taught and reinforced in both languages.
forms of realia that students don't yet understand, but also include magazines, advertisements, and multimedia key to making language understandable, and how to find and use them has become an important component of the ongoing professional development sessions and instructional support teachers receive. In a very short amount of time, we have been able to build a sense of community among our language teachers and the Immersion Team. As we find or create materials, we share them with the group via Dropbox or group emails. These collaborative efforts are helping teachers feel confident in making meaning understandable to students and providing them with the resources to be successful in doing so.

DEVELOPING AN AWARENESS OF PRINT

Providing a language-rich environment for students is not limited to just having them hear the language as much as possible. The third leg of the stool, print, is consistently present in our immersion classrooms. The physical classroom environment is an ever-evolving place filled with both functional and environmental print. Functional print builds over the course of the year. Teachers first label classroom objects in the target language; post classroom rules, procedures, and expectations for students to use during teacher-led comprehension sessions, provide additional access to content during their English Language Arts block, and begin to develop academic vocabulary in English that students will eventually see

tent publishers, videos from target language web sites and YouTube, CDs and DVDs of target language music, computer applications and target language web sites, and in the case of our two-way programs, target language speaking peers in the class. (See figure 4: list of web sites)

However, without connecting the sound to its meaning, language can end up sounding more like the “wah wah, wah wah” of the teacher in the “Charlie Brown” cartoon series rather than making language understandable, and how to find and use them has become an important component of the ongoing professional development sessions and instructional support teachers receive. In a very short amount of time, we have been able to build a sense of community among our language teachers and the Immersion Team. As we find or create materials, we share them with the group via Dropbox or group emails. These collaborative efforts are helping teachers feel confident in making meaning understandable to students and providing them with the resources to be successful in doing so.

FIGURE 2: INSTRUCTIONAL SPLIT

FIGURE 3: LEGS OF LITERACY

FIGURE 4: SUGGESTED WEB SITES

SOUND
Spanish online illustrated stories: http://www.childtopias.com/

MEANING
Clip art (subscription-based): http://www.clipart.com

PRINT
Animated Chinese Characters: http://www.csalt.edu/~ttxs/azj/page1.htm

Spanish mini-books: http://www.chinese4kids.net/chinese-reading/

Spanish mini-books (subscription-based): http://www.readingz.com/

GENERAL
List of multiple sites in Spanish; https://www.dropbox.com/s/5jucrav4gq47ba/ENLACES%20EDUCATIVOS.doc

FIGURE 5: WORD WALL

FIGURE 6: WORD WALL CARDS

FIGURE 7: SHARED READING SEQUENCE

FIGURE 8: SHARED READING SEQUENCE

1. Set the scene, conduct a Picture Walk
2. Read the text, identify main characters throughout
3. Reread the text, invite students to participate in the reading
4. Read the story again, engage students with specific elements, ask them to react to the text
5. Share student responses

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on state-level tests. (See figure 6: Word wall cards)

INTEGRATING THE COMMON CORE

With the adoption of the Common Core State Standards, the Delaware Department of Education has been working to provide ongoing professional development to K-12 teachers throughout the state about the content of the standards and the primary shifts they entail. Since these standards are forming the foundation of literacy instruction in English throughout the state, it only makes sense for them to be adopted as a component of the Delaware World Language immersion programs. In this first year, as we roll out our initial Kindergarten program, we have chosen to focus on the three shifts required by the Common Core to help guide us in literacy instruction in Chinese and Spanish. These shifts can be framed by three questions: What do students read? What do they do with what they read? At what level do they read?

TEXT TYPES AND INTERACTIONS

The first shift focuses on the types of materials students read and interact with. The Common Core encourages a 50/50 balance between literacy texts, e.g., stories, poems, folktales, and songs, and informational texts, e.g., non-fiction readers, short articles, and factual texts, throughout the elementary grades, with that balance shifting toward more informational text as students enter middle and high school. (See figure 7: Literacy genres)

Stories are a perfect vehicle for providing input for students because they provide an instant context for language learning, can be represented through images and gestures, and contain a beginning, middle, and end which can be used to engage students in higher order thinking skills, including predicting what will happen next. Our immersion teachers include “stories” every day in their lessons. Some of them are in the form of songs, some are authentic stories from the target culture, some are publisher-created to focus on a specific concept, and a few others are translations of known children’s stories in English. Our English partner teachers are a great resource in helping embed stories into the curriculum. During the collaborative planning, the teams of teachers identify English-language literacy strategies, discuss how to implement them, and access video clips of classroom demonstrations, and schedule observation times for the immersion teachers to see these strategies in action. We also run television series “The Art of Reading a Storybook”

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housed on the “Books for Life” YouTube channel to be valuable in starting conversations about using stories as a basis for literacy instruction. Students engage in shared readings, starting reading with picture walk-throughs, continuing with multiple shared readings, using the questioning series of the natural approach to help them show that they understand the text, and engaging students multiple opportunities to interact with the text. (See figure 8: Shared reading sequence.

The second shift focuses on interacting with the text – paying close attention to what students do with what they read or how they react to what they read. Reacting to a text usually begins with providing text-based answers to questions posed by the teacher or by other students. This is all about demonstrating comprehension in various ways. Immersion teachers use Total Physical Response (TPR) for students to be able to show that they have understood elements of the text. They do this using a variety of strategies including asking students to hold up images from the story when asked questions, indicating with red or green markers if a statement about the story is true or false, or ordering events from the story to serve as the basis for a simple retelling. Two helpful resources with information about and strategies for monitoring student understanding are the books Checking for Understanding by Fisher and Frey and Effective Classroom Technique by Himmelheber and Himmelheber.

This shift also focuses on how students react to the text in writing. For novice language learners who don’t yet have all the language they need to fully respond to a text in the target language, teachers employ multiple strategies to have students react to the text. Students use writing journals to draw a response to the story, then they tell something about it in the target language. Teachers have students react to the text as a group by asking students to respond orally to questions, then the teacher compiles their responses on chart paper. Teachers also use writing journals, whiteboards, on sentence strips, or on blank pages in literacy centers to give students a structure to help them show that they understand a story. To extend a story, or extend a story, teachers use writing frames to extend literacy into math instruction as well. Story problems are used as early as kindergarten to begin to develop number sense in students, and sentence frames, focused on talking about math, help students gradually manage with their proficiency level is still quite low. (See figure 9: Sentence Frames for Language Arts.

Text Complexity
The third shift focuses on the complexity on what students read, can be broken down into two parts as well. The first focuses on students having regular practice with academic vocabulary. In immersion settings, the sheer nature of teaching content through another language ensures that students gain exposure to and interact with academic terms that are associated with that content. However, teachers need to be aware of the language students have learned in previous grade levels and extend student language in each successive grade level. One of the important things we will do as we continue to develop and refine curriculum over the course of the next six years will be to create a language framework for each grade level, similar to that of Portland Public Schools, that includes language functions, language forms, and examples of vocabulary for each grade level. This will help ensure that academic language is embedded in the curriculum and grows in a logical way from year to year. The second part of the shift asks that students react and interact with increasingly difficult “levels” of text. When teachers consider qualitative, quantitative, and reader/ task dimensions as part of the text, structure of the text, and language clarity, and reader/task dimensions as student knowledge, motivation, and purpose and academic vocabulary for each grade level. This will help ensure that academic language is embedded in the curriculum and grows in a logical way from year to year. The second part of the shift asks that students react and interact with increasingly difficult “levels” of text. When teachers consider qualitative, quantitative, and reader/ task dimensions. Two of these can be used to evaluate texts in other languages: qualitative dimensions such as purpose of the text, structure of the text, and language clarity, and reader/task dimensions such as student knowledge, motivation, and purpose and academic vocabulary for each grade level.

Knowing that Advanced-level proficiency is the goal for students at the end of a year’s experience, we look to the PPS. K12.Oregon Public Schools Immersion Programs across the country with similar instructional models including those of the Utah Dual Language Immersion Programs and the Portland Public Schools Immersion Programs to guide us in setting proficiency anchors for students at each grade level based on the ACTFL Proficiency Guidelines. The proficiency anchors serve as goals for students and also as an instructional framework for teachers to give them guidance in creating integrated unit instructional activities, and formative assessments over the course of a year and from one grade level to the next. We monitor student progress throughout the year, both in content and language development, using formative assessments, Can-do statements, and rubrics and checklists based on Common Core Standards, and descriptors for each proficiency level. Overall, we will embed language goals and instructional ideas into each content-area unit so that language is integrated and students are not only academic language, but also social language. (See figure 11: Delaware Proficiency Anchors.

IMMERSION STUDENTS’ PLACE IN THE WORLD
John Rosenberg, Dean of Humanities at Berkeley Young University, has said, “the decisions we make as language teachers determine, in part, if the outcome our students can be successful academically and can acquire a voice in the human conversation.” (Rosenberg, 2012). While we don’t have all the answers in Delaware at this point, we do have frameworks, instructional supports, and plans for collaboration in place. We are involving stakeholders in our decision-making process to help ensure that students develop literacy, cultural awareness, and academic language in more than one language. We are supporting teachers in making the instructional focus for every lesson is three-fold: make input comprehensible; connect students, content, and print; and be mindful about what we ask students to read and do with what they read. By focusing on these things, and by continually learning, monitoring, and growing as a program, we will ensure that students indeed find their voice. We will provide them with the tools they need to attain high levels of proficiency in at least two languages which will allow them to make a difference, economically, socially, and culturally, in an ever-shrinking global marketplace and diverse society.

Lynn Fulton-Archer is a language educator with 20 years of experience in classrooms from kindergarten through grades 11-12. She is passionate about giving students early language learning opportunities and spent the last nine years of her classroom career in the elementary Spanish classroom. She is currently a “Read Aloud, Read Along, or Read Aloud” (Copeland, 2012) for students.


REFERENCES


Literacy and FLES: Connecting to the Common Core Learning Standards

by Al Martino and Harriet Barnett

At present, WL teachers DO teach reading as a part of their curriculum. However, the new common core learning standards set the stage for FLES teachers to take a more active role, if not lead the way in developing important reading skills in our children. Although this new challenge may at first seem to be daunting, if not an impossible task, teachers will surely find activities which they may have used in the past which they may need to dust off, update and/or combine, as an exciting and positive challenge for FLES teachers.

The FLES teacher’s skills and knowledge about current best teaching reading practices may be challenged and may need modification. This challenge provides a powerful opportunity for connecting with teachers in their buildings. This new sense of connectedness with the other core teachers serves as a platform for creating new and meaningful dialogues about students, curriculum, and professional practices across the curriculum providing us with an even stronger rationale for the maintenance and implementation of FLES programs in our schools.

Let’s take a moment to raise the issue of writing and its role in the process of literacy. As one develops components of reading in the core curriculum (spelling and handwriting activities) will flow naturally from these elements. However, the development of writing skills in and of themselves deserves its own article. For our purposes we will include writing as it flows naturally from reading instruction.

With a new and more focused attention to the development of reading skills and connection to the core curriculum, this paper focuses on three important skill components.

- Aural/oral language development
- Phonemic awareness or connecting sounds to the written symbols

The FLES teacher teaches the listening skills necessary to support the diverse purposes of reading by providing listening activities generated for different purposes. For example, if students are listening to a story, they learn to listen more carefully to understand the gist of the story and some key plot points. If, after they are listening for instructions, they must listen for details and might even need to take notes as well as be able to ask for clarification or repetition.

1. AURAL/ORAL

The most basic and fundamental way to develop aural/oral skills is through the use of the target language by the teacher. This provides the basis for all other language learning activities, be they reading, speaking, listening or even cultural awareness. Students must be surrounded by the language, and be wrapped up neatly into the quilt of second language instruction so that they begin to understand that the second language has meaning, is understandable, and is yet another form of communication. Most FLES teachers have been focusing on developing listening and speaking skills as primary goals for many years. Teachers should remind students that use a language for oral/aural communication frequently have greater success at reading comprehension. “Oral language provides the basis for both first and second language reading. Meaningful reading experiences in both first and second language classrooms are dependent on the students’ oral language comprehension and on their background knowledge and experiences. As students develop their listening comprehension they begin to develop connections between oral language and the print which represents this oral language.” (Cur tin, Dahlberg, p. 132). This statement indicates that listening is the first stepping-stone in developing the reading skills as indicated by Curtin and Dahlberg and is reiterated in the CCCLS. As such, the FLES teacher needs to create these opportunities for students to hear and demonstrate comprehension of the target language (TL).

2. PHONEMIC AWARENESS

Awareness of the sounds of a language and the blending of different sounds to create new sounds along with their connection to the symbols they represent are integral to both first and second language reading development. This coupled with the importance of these symbols holding meaning, and that being able to understand the symbols both as isolated items as well as in a larger context provides the key elements to reading development. The language that you teach might dictate the type, order and nature of phonemic instruction which you will deliver to your students. However, the ideas suggested below, will develop phonemic awareness in any language.

Many oral/aural activities can, as students focus on developing their listening skills, be adapted as oral/aural activities. “Sight words” refers to those words which are easily and quickly recognizable upon sight.

Some sight words, which students are familiar orally, through listening or even cultural awareness. As one develops components of reading in the core curriculum, this paper focuses on three important skill components. They are:

- Aural/oral language development
- Phonemic awareness or connecting sounds to the written symbols
- Comprehension or deriving meaning from the written symbols.

As we can now take these elements and make them an integral part of our core curriculum and a part of our daily instruction.

The FLES teacher reads a story to the class; showing them key pictures and acting it out in order to facilitate understanding without asking the students to read the story. The story which the teacher reads may be word for word from the text, or, it may be simplified to match the proficiency level of the students. The teacher could leave off the ending of the story and the students would provide their own ending in English in order to demonstrate that they understand the gist. Aural activity can now become a reading activity when the teacher provides the students with a choice of 3 possible written endings in the TL or by providing written true/false statements about the text for students to read according to the text. See Figure 1 for strategies that also support CCCLS literacy development.

- BEING READ INTO ANOTHER CLASS

A worksheet is provided by the teacher with 8 pictures from the current theme of the lesson. On another paper, the teacher provides the teacher with a different set of 8 pictures from the TL (the sound system). The student must cut and paste the correct word to the correct picture. Similarly, the teacher can spell aloud the words in the TL which the students would write in the appropriate box/picture. The teacher can then provide a handout for individual/pair use or use easel paper for whole class instruction, with descriptions of each picture such as, “color the pencil blue, write an X on the banana, etc.” Students must read these directions and follow accordingly. A handout can also be provided with directions in the TL for placing these pictures in random order. For example, “the pear is number one, the apple is number two.” Once they have cut out or torn apart the pictures they can place them according to the written directions in the text.

- LOOKING FOR SHAPES

For the topic of shapes, the students read a simple story, perhaps one created by the FLES teacher. The students find and underline the words for the shapes. The teacher might follow up with a worksheet with the words for the shapes on it and they must draw the shape for each word. Or, the teacher calls out the shape word from the story and the students find it in the text. Another variation is for the teacher to provide a sheet with individual shape words, each one followed by a shape. Students tell whether the written word matches the picture. Written directions in the TL for coloring the shapes may also be given as yet another way to develop reading.

FLES THEME

PICTURES

LOOKING

FROM THE

CURRENT

CLASS

USING A STORY BOOK ALREADY IN ANOTHER CLASS

Students bring the book they are currently reading in their homeroom class to the WL classroom. The students look at their books while the FLES teacher asks questions about the story in the TL about the story or pictures. The students answer the questions in the TL while looking at the pictures or looking at the English written text for their answers.

USING A STORY BOOK

The teacher reads a story to the class and shows the students several pictures from the book. The teacher also provides simple written statements in the TL about these pictures to which the students must match accordingly. Or, the teacher eliminates pictures from the book. They write sentences in the TL about each picture which the students must match and place in the correct order. Next, the teacher can take the same five sentences without the support of the pictures, and ask students to place them in their logical sequence.

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The teacher will print five-ten high frequency words and place them on the wall. This needs to be printed large enough so that they are easily seen by all students.

These words should be changed as the students learn them and/or as the theme and topic changes.

In a paragraph about a family or a

Team A draws a card with a sentence from a previously read text and acts it out. Team B finds that particular sentence in the text and reads it aloud.

The teacher now creates activities that engage the students as they interact with the words so that they are familiar with the words. The students can pronounce them easily and fluently, understand their meaning, and that they are easily recognizable on sight.

The teacher might even create a short anecdote in the target language about a farm in person, there should be a whole class discussion about the topic before reading about it. In the case in which there are gaps in background knowledge, the teacher should provide an opportunity for this information to be shared by the class. For example, if the text is about a farm, and some children have never seen or experienced a farm in person, there should be a whole class discussion about a farm, in the target language, using visuals, video, the internet and dramatization in order to help the student to frame his understanding of the topic before actually beginning the reading. The teacher might even create a short anecdote in the target language about a farm in order to include some key aspects and vocabulary about a farm which may surface in the subsequent reading. The teacher should never assume that all students share the same background knowledge on any given topic. Often the classroom teacher and ESL teachers are able to help FLES teachers to understand what the background knowledge is about a particular subject, or they might even be able to provide that experience for the FLES teacher.

Questioning techniques are the backbone to developing and assessing good reading comprehension. In the past, teachers have focused too long on the lower levels of questioning; asking basic and often explicitly stated information. In the new core-curriculum, teachers are asked to develop higher level thinking skills and the questions the teachers pose determine the particular level of cognitive involvement of the student. Questions that begin with "why" require deeper reading for meaning. An example would be to ask why a certain character behaved or acted in a certain way and the answer may require the student to infer a response from information provided in the text.

Asking why someone did something may require the student not only to understand the text, the actions of the character, etc., but also to make a personal assumption about the reason why something took place based on information in the text, but which is not explicitly stated.

WHOLE CLASS

Charades: In a charade-type activity team A draws a card out of the baggie, providing the pronunciation, giving the missing letters and demonstrating the meaning through actions or drawings.

Whole Class

The teacher can create a worksheet in the TL that looks like the sample below. The number of categories should be at least three.

Individual Work

Incorporating: Once many sight words have been established, the teacher gives the students a selection of many words from different topics/themes for example:15 which have appeared on previous and current word walls. The students say them according to the topic in which they belong. Certain words and phrases, although they might be learned in one topic, MAY be used with other topics. For example, words like in, on, and etc., may be placed in more than one category. A variation is for the students (working in pairs, individuals, triads) to write these words into the categories so that they are practicing the spelling and phonemic awareness. Once again, they might easily place some words in several different categories. The teachers might create a worksheet in the TL that looks like the sample below. The number of categories should be at least three.

Sample for Categorizing

<table>
<thead>
<tr>
<th>Body Parts</th>
<th>Clothing</th>
<th>Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>small</td>
<td>peach</td>
</tr>
<tr>
<td>small</td>
<td>arm</td>
<td>pear</td>
</tr>
<tr>
<td>arm</td>
<td>nose</td>
<td>sneakers</td>
</tr>
<tr>
<td>nose</td>
<td>big</td>
<td>pants</td>
</tr>
<tr>
<td>big</td>
<td>pants</td>
<td>cap</td>
</tr>
<tr>
<td>cap</td>
<td>small</td>
<td>melon</td>
</tr>
</tbody>
</table>

The text may be printed on easel paper for the whole class to see. A variation is to have the students read aloud, mimicking the sounds, pauses and inflections of the teacher. If the students have an individual copy of the text, they can be asked to follow.ER the teacher may read aloud, the text is read aloud. Afterwards, the teacher may read aloud a specific sentence from the text and the students must find it and then echo it back to the teacher. These techniques can produce good sound symbol relationships. Although this activity is truly a very complex act. Comprehension is the main purpose of reading. For reading comprehension, we do NOT mean direct word for word translation to English, though understanding key words in English is implied. The FLES teacher has many techniques in order to facilitate and enhance reading comprehension. For example, multiple passes over the text helps to teach students that comprehension of any written texts may require re and rereading. Another technique is for the student to circle all words that they are familiar with and them recognize the existence of the punctu- nation and its important role in aiding comprehension. Two classic examples in which the total meaning is altered through punctuation is:

- A woman without her man is nothing.
- A woman: without her, man is nothing.

Let’s eat Grandmas!

Let’s eat Grandmas!

Dramatizing as the student reads the text helps to put meaning into the written word. Peer-reading is another strategy in which students sit and read a given text aloud together, helping each other decode, pronounce and clump words together in a meaningful way.

Background knowledge is a critical factor in reading comprehension and begins before the act of reading. Once a text has been selected, it is important for the teacher to determine what students know about the topic before reading about it. In the case in which there are gaps in background knowledge, the teacher should provide an opportunity for this information to be shared by the class. For example, if the text is about a farm, and some children have never seen or experienced a farm in person, there should be a whole class discussion about a farm, in the target language, using visuals, video, the internet and dramatization in order to help the student to frame his understanding of the topic before actually beginning the reading. The teacher might even create a short anecdote in the target language about a farm in order to include some key aspects and vocabulary about a farm which may surface in the subsequent reading. The teacher should never assume that all students share the same background knowledge on any given topic. Often the classroom teacher and ESL teachers are able to help FLES teachers to understand what the background knowledge is about a particular subject, or they might even be able to provide that experience for the FLES teacher.

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Asking why someone did something may require the student not only to understand the text, the actions of the character, etc., but also to make a personal assumption about the reason why something took place based on information in the text, but which is not explicitly stated.

"Why" questions also point out the difference between cause and effect and might easily tie in with the thematic content of other subjects.

- In a paragraph about a family or a family member you might ask: “Who is your favorite person and why do you like her/him based on the text?”
- In a reading about healthy living you might ask: “What foods mentioned in the text do you eat and are they good for you?” (Topics: science/health)
- In a reading about the environment you might ask: “Which three ways the text says to recycle and then state why you think they are effective.”
In a reading about travel you might ask: “Where does Mrs. Smith travel in the reading, and what does she do?” Then you might ask if they would like you to travel to that sample place and why. (Topic: social studies/geography)

In a reading about the old and new Olympics you might ask: “What are some of the sports played in the ancient Olympic games that are still played in modern day Olympics?” Then ask them which sport they would want to learn to play and say why. (Topic: physical education)

In even the simplest text, the teacher can draw the students to higher order thinking by carefully choosing the questions. At times, students may need help in formulating their responses to these questions which demand higher thinking skills as they require the use of higher level language. They may need to know how to use expressions such as “I need,” “I want,” “I practice,” “I wish,” which can be given to the students as needed.

One technique is to give a question based on a text. The students will answer (either orally or in writing) and then they must indicate the particular section of the text that contains the answer. They may be asked to highlight that section/sentence or to copy it onto their own paper.

Open-ended questions can also create higher levels of language use as well. Questions such as, “Do you think…?” “Would you like…?”

Text selection is a critical aspect of teaching reading. The new CCSS acknowledges the value of fiction, but also draws new attention to the use of nonfiction texts. The purpose of the activity determines whether the text should be one or the other. Nonfiction texts may be a new source for FLES teachers. These texts are unique in that they are used to learn about and gather new information. Typical nonfiction texts focus on topics such as habitats, the environment, insects, the Aztecs Indians, President Lincoln etc. Some may focus on mathematics such as counting farm animals. The FLES teacher now has the opportunity to connect her/his lessons with the classroom teacher and to create a collaborative effort, to not only teach the world language, but to also teach core concepts through reading in the TL.

FLES teachers are encouraged to check with the classroom teachers to determine the reading and skill levels and interests of their students. This will make a difference in the selection of texts and questioning techniques the teacher will use.

In conclusion, we maintain that aligning second language instruction to the new emphasis on reading in the ELA section of the CCSS can prove to be the best thing for FLES. It establishes the value of FLES in the education of the whole child creates opportunities for strong collaboration with the core teachers and provides a solid springboard for the focus on communication skills in the TL.

Harriet Barnett started a FLES program in 1960 and taught for more than 35 years as a foreign language classroom teacher in primary, middle and high schools and as an outreach person for ATFL. She has given speeches and conducted numerous workshops regionally, nationally and internationally for major foreign language and other conferences. She was a two-time runner up for NYS Teacher of the Year, won an award from Burger King and received several awards from the New York State Association of Foreign Languages (NYSFLAT). She served on the boards of NYSFLAT and the American Association of Teachers of Spanish and Portuguese (AATSP) Metropolitan N.Y. Chapter, the AATSP and AAIT FLES commissions and as national nominating chair for the AATSP. She has worked closely with the NYS Education Department on the State Curriculum and State Standards and was the Northeast and NYS representative of NNELL. She was on the writing team of the NYS Frameworks for Languages Other Than English (LOTE), the ACTFL K-12 Performance Guidelines, the NYS Resource Guides for Checkpoint A and for Early Foreign Language as well as co-author of a middle school textbook and a Spanish teaching songbook. She is currently a second language methods instructor at Manhattanville College in Purchase, N.Y., a consultant for several school districts, a workshop leader for Putnam/N. Westchester BOCES and co-chair of the Early Foreign Language Committee of NYSFLAT.

Al Martino taught French, Spanish and Italian for 21 years in grades K-12. He worked for six years as the Associate in Foreign Language Education at the New York State Education Department where he undertook the revision of the former NYS Proficiency and Regents Examinations. He developed curriculum documents for grades K-12 based on the NYS Standards and the NYS LOTE languages other than English examinations. Martino then worked for eight years as a district administrator where he supervised programs of foreign languages and ESL. He also designed and implemented a Spanish FLES program and has worked as an adjunct in many universities in NYS for the past 20 years mostly teaching secondary and elementary foreign language courses. Most recently he is a clinical supervisor for the State University of New York at Albany (SUNY Albany) where he supervises students in both the foreign language and English as a second language classrooms. Al has won several awards from the New York State Association of Teachers of Foreign Languages, as well as from SUNY Albany and the American Association of Teachers of Italian. Al has written several articles and co-authored a middle school Spanish textbook. Al has consulted locally, across New York state, and nationally. Al currently is an adjunct at two colleges where he teaches foreign languages, supervises student teachers, and teaches classes in education.
What will students enjoy using literature? Because it's interesting and fun! They don't even realize they're learning. Some of the different characteristics that can make literature a natural hook:

7. To differentiate according to student abilities
   Want to learn more? Keep on reading! My literature examples are in Spanish but the strategies described can be applied to any language.

   THE BOOK
   Why will students enjoy using literature? Because it's interesting and fun! They don't even realize they are learning. Some of the different characteristics that can make literature a natural hook:

   Musicality: As in the “Paco Poco” example, the musicality of poetry will attract your students to both listening for comprehension and listening to meet the challenge of being able to say it themselves.

   Comedy: I often use the poetry of Gloria Fuertes, such as the poem “Dolita Pito Pitita Tiene Uniformes Grises,” to initiate a lesson on clothing. The children enjoy the comedic elements (I usually dress up as Dolita with a hat and gloves). Later, I use the poem as a template for the children to add different clothes for her to wear. Comic strips like Mafalda often enliven the class and bring a touch of Argentine humor to your students. Asterix can do the same for French classes.

   Thematic relevance/interest: Alma Flor Ada’s collection of poems Días y días de poesía provides teachers with a poem or rhyme for each day of the school year from back to school to summer vacation. Ms. Ada is also the author of “El vuelo del querubín,” a picture book of a bird flying over South America and viewing the wonders of the area from geography, flora and fauna to the typical artifacts of the region. I use this picture book as part of my introduction to Latin America. We travel with Google Earth to the different countries and then I read them this book. I usually simplify the text to facilitate student comprehension but the pictures are excellent and illustrate the text beautifully.

   Familiarity: American children’s books in translation like Froggy se viste by Jonathan London and Frank Remkiewicz and Al conde y el dos terribles, horroroso, epafioso, horroroso by Judith Viorst and Ray Cruz are both very successful choices for Spanish lessons. Firstly, the familiarity of the books is important for the students; and, secondly, it requires less mental translation since the students know the storyline. Both of these books work well to develop vocabulary for everyday activities, clothes and the family.

   Illustrations: Picture books are engaging and, in addition to telling their own story, interested students can create other versions of stories to fit the images.

   Cultural relevance
   My eighth grade essential question for the year is “What is foreign and how does foreign become familiar?” Our geographic focus is Latin America. To kick off the unit I use a one page excerpt from Esmeralda Santiago’s novel, Cuando estuviere pantorrinelga (When I was Puerto Rican). Ms. Santiago describes the nostalgic feelings that the guava evoke. She describes the fact that she fell when she first immigrated to the United States and the culture shock of experiencing a different climate, language and different foods. This short, one page excerpt provides the class with both a reading comprehension lesson as well as a springboard for an interesting discussion about how it feels to be foreign.

   Cultural relevance can also be found in texts that reflect daily life in other countries and during holidays. For example, the pictures books, regardless of the age of your students, are a wonderful resource for illustrating the target culture(s). Two books I use to describe daily life are A little Andean kidbalo by Leyla Torres and Cadadas de familia by Carmen Lomas Garza. The first book shows a typical Andean open market with the yacca, potatoes and live chickens as the young protagonist goes with his grandmother to shop for the ingredients of the Sancocho stew that they cook every Saturday. This book lends itself to lessons on family, food and shopping while demonstrating the geography, the close knit family structure and the foods eaten in that region of South America. The Garza book can be used to teach about family traditions from Mexico.

   Por fin es Carnaval by Arthur Dorros is illustrated using artilleras (typical handicraft of Bolivia and other Andean countries). The book describes a young boy preparing for Carnival and plays his Andean flute for the parade. Meanwhile, we see his family, the village, the clothes and the various musical instruments used in that area.

   Thematic possibilities:
   • April is Poetry month and English classes are often teaching poetry. What a perfect time to introduce some new poems to the class and have each student pick one to read at a poetry reading or to record for a podcast that parents can enjoy. My eighth grade students really enjoy “Carnival” and “What is foreign and how does foreign become familiar?” Our geographic focus is Latin America. To kick off the unit I use a one page excerpt from Esmeralda Santiago’s novel, Cuando estuviere pantorrinelga (When I was Puerto Rican). Ms. Santiago describes the nostalgic feelings that the guava evoke. She describes the fact that she fell when she first immigrated to the United States and the culture shock of experiencing a different climate, language and different foods. This short, one page excerpt provides the class with both a reading comprehension lesson as well as a springboard for an interesting discussion about how it feels to be foreign.

   Cultural relevance can also be found in texts that reflect daily life in other countries and during holidays. For example, the pictures books, regardless of the age of your students, are a wonderful resource for illustrating the target culture(s). Two books I use to describe daily life are A little Andean kidbalo by Leyla Torres and Cadadas de familia by Carmen Lomas Garza. The first book shows a typical Andean open market with the yacca, potatoes and live chickens as the young protagonist goes with his grandmother to shop for the ingredients of the Sancocho stew that they cook every Saturday. This book lends itself to lessons on family, food and shopping while demonstrating the geography, the close knit family structure and the foods eaten in that region of South America. The Garza book can be used to teach about family traditions from Mexico.

   Any book can be used to teach reading comprehension and vocabulary. Don’t rule out those books in English. It may not be highbrow literature, but the students love it and learn to read in the target language. Moreover, there are often available in novice, intermediate or advanced levels.

   You must be careful to not select a book that is too difficult because the comprehension struggle will frustrate the reader. Scho- lastically, you want the students’ attention to stay on the new vocabulary you have taught. The following activities are those that we use to teach reading in English.

   Pre-reading activities: prediction based on title or picture, cover up title and, based on pictures, have students write the title.

   Teaching new vocabulary possibly with illustrations or objects (I use clothes with Frosiis’ se viste). After reading a short amount, ask questions for students to discuss, first with a partner and then with the class. Give headlines for that section and have students select the best one.

   Ask students to write down any new words in their reading journal or worksheet and use the dictionary to define them.

   Provide post reading vocabulary activities such as: close up, homophones, words or phrases or drawing the new vocabulary. Comprehension activities include: questions, role play, scenes, drawing the story map, change the ending, and write a journal entry or an email as one of the characters of the book. Another option is missing gap activities which involve characters and storyline of the book. The students have to construct the story together. These are excellent assessments for comprehension.

   Grammar in context
   Grammar is part of natural language and evident in all forms of literature. You can pick a book, poem or article for a particular grammar construct that you want to emphasize. Frosiis’s se viste is ideal to practice the reflexive verbs while El Arbol Generevo by Shel Silverstein works well for teaching the imperfect tense. Fairy tales are also wonderful for highlighting the difference between the imperfect and the preterit tense. Most of the activities that we do are done in pairs or groups, trying to convey the meaning of the text in the target language. However, the activities that I use to teach grammar points are:

   • Oral reading repeated reading and listening to natural language attunes the ear to a construct “sounding right”.

   • Students are asked to identify certain

   1. First and last names
   2. Colors
   3. Animals
   4. Food
   5. Shapes
   6. Weather
   7. Home address

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   by Augusta Gonzalez and Talia Gonzalez

   Paco Poco, Chico Rico
   Insultaba como un loco
   A su tío Federico.
   Y éste dijo:

   Paco poco, Paco Poco
   When I recite this tongue twister rapidly in class,
   Y éste dijo:

   Paco poco, Paco Poco
   When I recite this tongue twister rapidly in class,
   Y éste dijo:

   Paco poco, Paco Poco
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   Y éste dijo:

   Paco poco, Paco Poco
   When I recite this tongue twister rapidly in class,
   Y éste dijo:
Websites for different forms of literature for your language classroom

RESOURCES

GREAT WIKIS FOR MORE IDEAS ON HOW TO USE LITERATURE IN THE LANGUAGE CLASSROOM

- [librarylinks2006.wikispaces.com/Story-based+Instruction+on+Books+Online](http://librarylinks2006.wikispaces.com/Story-based+Instruction+on+Books+Online)
- [www.multilingualbooks.com/online-newspapers-spanish.html](http://www.multilingualbooks.com/online-newspapers-spanish.html)
- [www.mypequenodia.com/#](http://www.mypequenodia.com/)
- [www.onlinenewspapers.com](http://www.onlinenewspapers.com)
- [http://cvc.cervantes.es/aula/lecturas/default.htm](http://cvc.cervantes.es/aula/lecturas/default.htm)
- [http://www.bbc.co.uk/mundo/](http://www.bbc.co.uk/mundo/)
- [http://www.institutoCervantes.com](http://www.institutoCervantes.com)
- [http://www.multilingualbooks.com/online-newspapers-french.html](http://www.multilingualbooks.com/online-newspapers-french.html)
- [http://www.multilingualbooks.com/online-newspapers-french.html](http://www.multilingualbooks.com/online-newspapers-french.html)
- [http://larc.sdsu.edu/sailn/about/all-lessons](http://larc.sdsu.edu/sailn/about/all-lessons)
- [http://www.multilingualbooks.com/online-newspapers-spanish.html](http://www.multilingualbooks.com/online-newspapers-spanish.html)

ORAL COMMUNICATION

Storytelling is one of the oldest forms of communication. Stories can be retold in any language, but at the same time entertain. Children adore story time. Even my big 14-year-old students love to sit on the floor to hear a story. Following an initial reading, they can:
- Read aloud in groups
- Talk about the characters or parts of the story using helpful vocabulary
- Answer or create comprehension questions with a partner and then share them with the class
- Create dialogues impersonating the characters of the poem or book
- Create three or four questions about the literature to use as a mini survey which they can ask paired in the language lab or in class.
- Retell the story by giving each student a group a beginning of a sentence or a picture that triggers a certain part of the story. Students arrange themselves in order and then retell the story.

DIFFERENTIATION

Most of the activities that I mentioned in this article are done in pairs or groups allowing the teacher the opportunity to select pairs and groups thus assuring groupings of students totally engaged and the beauty of the language is dancing around their ears.

Editor's Note: Augusta's daughter Talia Taka helped her with the resources and the listing of literary strategies while Augusta shared her personal experiences with a variety of books that she has used throughout her career.

read, give students a choice, if possible. Shorter, easier poems can be chosen, if desired, for reading and analyzing. My Cousins-tas.com is a wonderful site because I ask my students to read three stories but they can choose to read from one paragraph to four pages. They still need to answer the same questions about all of them.

Y Colorín Colorado este cuento se ha acabado. (And now the story is over). Those were the seven reasons, but what about the big A: Assessment?

This is evident in many of the activities that I described: from close activities, fill-ins to role playing of scenes. Formative and summative assessments of the vocabulary, reading comprehension, culture and grammar acquired are easy to devise. More interesting for both the students and the teacher are the performance based projects that can be done as a final follow up such as act out scenes, creating another ending and sharing it with the class, writing a book or poem similar to the one studied but with a different twist. Last year after reading Al exander y el rústico, horrible, espantoso, horro rioso, my students made videos of either a terrible day or a fantastic day. They were very entertaining and full of reflexive verbs and all of the new vocabulary learned in the book and in the lesson.

I have been using literature in the classroom for the past 40 years. I used to read Jorge el Curioso (Curious George) by Margret and H.A. Rey in my final follow up in Spanish. I still experience the same warm feeling when sharing a poem or book with my classes. I can feel the students totally engaged and the beauty of the language is dancing around their ears.

Augusta Cigliano

Gonzalez is currently an eighth grade Spanish teacher in Glastonbury, Conn. With a bachelor’s degree in Spanish from UTA, she is currently training at USC and a master’s from Wesley University. She has taught at all levels, from bilingual preschool to university. She has created a lot of language to her personal bilingual (Italian-English) immigrant background. She taught high school and college for the last 20 years she has been actively involved in mentoring student teachers. Thanks to her many years of residency in Spain, she was fundamental in setting up the two Spanish exchanges for the Glastonbury Public Schools.

Talia Gonzalez is a K-8 Spanish teacher at The School at Columbia University in New York City. She earned her undergraduate degree from Harvard and her master’s in education from Bank Street College. She has also been very involved with training and advising language teachers in Teach for America. She grew up in Middletown, Conn., and Madrid, Spain. She credits her love of teaching to her mamá.

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Math Literacy Through French Language Learning: Connecting with the Common Core in the Lower Elementary Grades

by Patricia Davis-Wiley and Roy V. Miller

It is most fitting that the theme of this issue of Learning Languages is dedicated to literacy through language learning and its connection with the Common Core State Standards Initiative (CCSI) for the K-12 education arena (“Common Core State Standards”). Currently, these standards are being infused into all content areas in the 48 U.S. states and territories and include four strands of reading, writing, listening, and speaking and language that are “…represented in the National Standards for Learning Languages by the Communication Standards.” In addition, the authors of this paper suggest that proportion of FLES integration into the nation’s schools need to identify disciplinary literacy as the common denominator connecting WI study and the other content subjects such as math, given the fact that, “disciplinary literacy is embedded in the [Common Core] standards … and prominently featured in the new CCSS [Common Core State Standards]” (Zygouis-Coe 55).

The notion of disciplinary literacy is “built on the premise that each subject area or discipline has a discipline-specific community with its own language and ways of communicating within a discipline” (O’Brien, Moje, and Stewart, as cited in Zygouis-Coe 38). If a positive research-supported connection can be made between literacy achieved through early WI study and literacy acquired through a STEM subject, the notion that the Common Core Standards are being aligned with K-12 curricular expectations on basic communication skills and cultural content in the target language may therefore need to include a content-enriched STEM focus in order to seek and incorporate these new educational trends.

These national trends inspired the authors of this research study that involved teaching math in French in grades 2 through 4 in a small, urban, community-based, highly-diverse elementary school in Knoxville, Tenn. The future viability of FLES programs, current curricular articulation and FLES practicum during which they observed a content-enriched curriculum delivered to the FLES students that have essentially consisted of traditional FLES curriculum consisting of basic WI, language, and facilitate students’ ability to understand WI instruction in the context of the new CCSS (Common Core State Standards) and are well-documented and readily accessible.1 Among the reported proven positive results of early WI study are improved cognitive abilities and “higher achievement test scores in reading and math” (Stewart 13), which are expected student performance outcomes for the Common Core Standards. The future viability of FLES programs, however, is fragile at best, in today’s educational arena. At a time when the number of FLES programs has significantly declined in the past 10 years (Rhodes) and with more emphasis being placed on reading and math achievement for establishing schools’ state and national report cards than on enrichment subjects, including world language study, art and music, FLES programs may become vulnerable to being cut from the K-3 school schedule (i.e., science, technology, engineering and math) subjects, however, are thriving and will continue to assume a formidable curricular presence in the near future, especially in the early grades. These programs are being generally supported by grant funding opportunities for their implementation (STEMpoints.com), including the presence of future STEM educators. It has been recently reported that “…the U.S. government, including the U.S. Department of Education, plans to invest over $100 million in the preparation of… science, technology, engineering math educators” (Nekrasova-Becer, and Anthony Becker 1).

It is indeed ironic that STEM education is being fiscally, curricularly and programatically supported in order to ensure that the U.S. can produce citizens who will be successful in the global arena (a major tenet in the Core Standards), yet, early WI study, which would lead to proficiency in a second language, and facilitate students’ ability to communicate with the non-English-speaking population.

FLES programs that have essentially concentrated their student performance expectations on basic communication skills and cultural content in the target language may therefore need to include a content-enriched STEM focus in order to seek and establish a viable presence in the elementary school curriculum. Additionally, the authors of this paper suggest that proportion of FLES integration into the nation’s schools need to identify disciplinary literacy as the common denominator connecting WI study and the other content subjects such as math, given the fact that, “disciplinary literacy is embedded in the [Common Core] standards … and prominently featured in the new CCSS [Common Core State Standards]”.2

DESCRIPTION OF THE CURRENT STUDY

Rationale. The notion of disciplinary literacy is “built on the premise that each subject area or discipline has a discipline-specific community with its own language and ways of communicating within a discipline” (O’Brien, Moje, and Stewart, as cited in Zygouis-Coe 38). If a positive research-supported connection can be made between literacy achieved through early WI study and literacy acquired through a STEM subject (i.e., math) vis-a-vis the Common Core Standards, then, a solid evidence-based case can be made about the need for alignment between early WI study and math instruction, incorporating basic math concepts that were being concurrently taught from the EnVision Math Series to the children by the mainstream classroom teachers, and the CCSS for Mathematics (see table 1). Approximately one-half of the twice-weekly, 30-minute instructional periods, delivered over 13 weeks during the spring semester of 2011, was dedicated to the reinforcement of math content; the remaining half included a traditional FLES curriculum consisting of basic WI, geometry, art, and music.

Infusing language instruction with another subject area (such as what was done at MHES), or content-based instruction (CBI), is not new to the language arena; it has been in practice for over 40 years, and has been in practice for over 40 years, and is well-documented in the literature. Technically it is defined as “…a curricular and instructional approach in which non-linguistic content is taught through a medium of a language” (Tedick and Cammarata 28). Due to the fact that only half of the FLES curriculum at MHES was dedicated to the reinforcement of math concepts, however, and that the instruction was only offered once a week, the authors proceeded to study this in this article as a content-enriched math. In the present study, the authors proceeded to study this in this article as a content-enriched math. The curriculum followed a set of themes (Styrieka and Leaver) that were drawn from the academic content [i.e., math] of the school (Stoller and Grade 83).

Instructional Strategies. The math-enriched curriculum delivered to the FLES students was highly- structured, fast-paced, hands-on/interactive, multi-sensory, technology-supported and connected to real-life experiences (Asher; Dale; Dewey; Gardner; Mehiotis et al.) to meet the needs of all students. It followed the tenets of the Five Pillars of Success (Connections, Comparisons and Connections) of the American Council on the Teaching of Foreign Language’s National Standards (“National Standards”), and consequently presented content that was not taught in isolation but rather in content integration (see table 1). The Common Core Standards, then, a solid evidence-based case can be made between literacy achieved through early WI study and literacy acquired through a STEM subject (i.e., math) vis-a-vis the Common Core Standards, then, a solid evidence-based case can be made between literacy achieved through early WI study and literacy acquired through a STEM subject (i.e., math) vis-a-vis the Common Core Standards.

TABLE 1 MATH CONCEPTS REINFORCED IN FLES INSTRUCTION

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<tr>
<th>GRADE 2</th>
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<th>GRADE 4</th>
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<tr>
<td>MEASUREMENT AND DATA</td>
<td>Multiplication and division within 100, partition circles and rectangles</td>
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<tr>
<td>NUMBER AND OPERATIONS IN BASE TEN</td>
<td></td>
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<td>Demonstrate fraction equivalence and ordering</td>
</tr>
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on math-enriched FLES instruction in particular, the authors of the present article decided to investigate the following questions:

1. What is the content of interest of children from grades 2-4 in math-enriched FLES programs?
2. What is the level of student participation and interest during French instruction compared with regular math instruction?
3. What are the regular classroom teachers’ perceptions of all French instruction on the children’s level of interest during French instruction, participation, and general engagement during French instruction?

Methodology

Participants. For the present study, a classroom teacher from each grade level, 2, 3, and 4, from the CDLC classroom, volunteered to allow math-enriched FLES instruction in their classrooms. In an effort to document the teachers’ perceptions of their students’ reactions to the FLES classes, the primary researcher observed during times that the teachers deemed to be convenient for their schedules, either during a planning period or at the end of the day, and recorded the number of students attending the FLES class compared with during regular math class.

Children’s Level of Interest

Midway through the 13 weeks of French instruction, one of the classroom teachers interviewed commented on the children’s level of interest as ranging from “average,” to “very enthusiastic” and “enthusiastic” during every week, while another teacher reported that the “majority of the students are interested and find it [French] fun.”

The interviews yielded a consistent theme that the FLES students’ math skills were also of interest, with a desire to participate in FLES instruction for the math concepts of sizes, shapes, and angle comparisons. For example, basic comparison of angles and circles (a smaller circle “is a small circle less than another one. Add the small circle inside a large circle”) for the children learning the French language, “... it’s a French word... not just an English word...”

Children's Level of Interest during French instruction

Children’s level of interest during French instruction and during non-French math class, and are:

- children’s level of interest during French instruction
- children’s level of participation during French instruction
- children’s behavior, participation, reactions to the FLES class compared with during regular math class
- children’s interaction with the teacher, impact of the FLES instruction and types of activities the children liked
- impact of French instruction on math skills

Impact of FLES instruction on math skills

The researchers hypothesized that the level of interest, participation, and general engagement during French instruction will be higher in children learning through French, than during traditional math instruction.

And I’m guessing that when [the children] learn a French word [they] will remember it forever... and even though no one had broken that word down to them... they learn those skills [to be] able to ask in language... and that’s important... there is some of the problem-solving that it takes to learn a language and that might be similar to the problem-solving they need to use in math class. Math has a language... and as they learn that they can acquire [those] skills that they can build on [those] skills at that they can learn a new language.

Children’s Reaction to FLES instruction

They were interested in the children’s reactions to the FLES instruction, including both the children’s level of interest, participation, and general engagement during French instruction and during non-French math class, and are:

- children’s level of interest during French instruction
- children’s level of participation during French instruction
- children’s behavior, participation, reactions to the FLES class compared with during regular math class
- children’s interaction with the teacher, impact of the FLES instruction and types of activities the children liked
- impact of French instruction on math skills

Impact of FLES instruction on Math Skills

The principal investigator in this study had not made any predictions concerning what impact FLES instruction, whether delivered through French, might have on the FLES children’s math skills. One unique observation that a classroom teacher interviewed during the mid-term interview, was the following statement, which actually connected the idea of acquiring math literacy to acquiring world language skills:

...Math has a language... and as they learn that they can acquire [those] skills that they can build on [those] skills at that they can learn a new language.

A second teacher commented, “I think the FLES instruction is a good enrichment, in what we have been doing so it’s another aspect of it and it’s from another point of view. So, any time a child is learning a new language it’s another aspect of it, the topic is the better for them, and if you vary that exposure than I think that it’s good.”

Remarks made during the final interview were overall positive, with one teacher sharing a sentiment that the children their effect on math class, “I just think that generally overall, hearing it [mathe]x another way, and experiencing it
The substantial amount of both conver-
tion and positive spirit observed by the
enthusiasm, tenacity and overall good hu-
mor and positive spirit observed by the
observations made

The published literature
the positive impact of a math-enriched
and, percentage gains by math skill levels
(i.e., high, medium, low) determined
by a pre-assessment from the EnVision
Math Series. Table 2 (see above) presents
a comprehensive summary of the results
comparing math skill gains, controlled by
math skill levels, for both those children
who received French instruction and those
who did not.

Percentage gains for all FLES chil-
dren (with high, medium and low math
skill levels) in the second grade were
17.6% overall, compared with the 2 non-
FLES classrooms that had gains of ap-
proximately 9%. On the third grade level,
those FLES children with a medium skill
level in math, showed a 10% gain, com-
pared with a 4% gain reported in one
non-FLES classroom and a 6% gain in the
other non-FLES classroom. Lastly, FLES
children in the fourth grade, with a high
math skill level outperformed the chil-
dren in the one non-FLES classroom with
a 12.5% gain compared with the 5% gain.

The results of the math score gains
of the FLES children were guardedly posi-
tive, especially considering several un-
derlying the demographic challenges of
students in the FLES classrooms in Grades
3 and 4 previously mentioned under the
Participations section of this paper.

CONCLUSIONS
Early world language study, and in par-
ticular, second-language study, enriched by
fluency in a discipline area is the most positiv
and most importantly, measure-
able, evidence-based (to echo CCSS lan-
guage) outcomes that attest to its benefits for
students (i.e., the FLES children class-
sified as high-achievers). In terms of the
documented efficacy of the math-enriched
FLES program described in this paper,
which offered 30 minutes of French in-
struction, delivered twice a week, over
13 weeks, one could say that its documented
results are cautiously optimistic. As such,
it offers a gentle argument for offering
FLES in the early grades for all academic
skill levels of children. Most importantly,
the results of this study help support the
notation that FLES programs should be con-
sidered a core subject along with the tra-
ditional math, science, social science,
language arts elementary school curricular
literacy so that they can serve as the Com-
mon Core Standards glue in connecting in-
struction all content areas.

IMPLICATIONS AND RECOMMENDATIONS
Should early world language study be
anything more than a voluntary school curric-
ulum? The answer is a re-
sounding “yes.” The published literature
presenting the attesting to the benefits of FLES and their
linking to the goals of the Common
Core Standards corroborate this. Modern em-
pirical research studies, such as the one
presented in this paper, also contribute
support to an argument for an integrated
FLES program in the early grades. It
must be noted, however, that the reported re-
sults of the data collected and analyzed in
the present study, are at best cautiously op-
timistic, yet, still offer some evidence for
the positive impact of a math-enriched
FLES program. Participating in (French) of
grade-level appropriate math literacy
skills were most definitely observed and
documented through field notes. Addition-
ally, all standardized assessments of math
and reading skills did show some gains, albeit
modest, for some of the FLES students.
Even so, the research participants’
attesting to the benefits of FLES and their
standards” (CDC, 2012, para. 2).

The Track 1 master’s degree consists of
11. Students’ identities remained confiden-
tial for data analysis by assigning each
student a random number to ensure
confidentiality.

APPENDIX A
First Round Interview Protocol
1. Rapport Building
A. Pseudonym Chosen By Participants
I. I will explain what a pseudonym
is and why it will be used.
2. What would you like your pseud-
onym to be?

B. Background Information
1. How long have you taught?
2. Where?
3. What grade levels have you
taught?

C. Guide Questions
1. How would you describe the
children’s level of interest during
French instruction?
2. How is the level of participation
with the teacher during French
instruction?
3. Compare the children’s behav-
ior, participation, responsivene-
sess, and level of activity during
French instruction with that
during math instruction.
4. What types of activities do the
children seem to enjoy during
French instruction?
5. How do the children interact
with the teacher during French
instruction?
6. As you know, part of the French
class is focused on reinforcing
math topics that are already intro-
duced in English during regular math
instruction. What impact do you think
has on the children’s math
skills?
7. Any other comments?

APPENDIX B
Second Round Interview Protocol
Guide Questions
1. How would you describe the children’s level of interest during French instruction?
2. How is the level of participation of the children during French instruction?
3. Compare the children’s behavior, participation, responsiveness, and level of activity during French instruction with that during math instruction.
4. What type of activities do the children seem to enjoy during French instruction?
5. How do the children interact with the teacher during French instruction?
6. As you know, part of the French class is focused on reinforcing math topics already introduced in English during regular math instruction. What impact do you think this has on the children’s math skills?
7. Any other comments?

WORKS CITED

Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), previously was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction, heading that state’s implementation of Common Core State Standards, and earlier served as the state consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored The Keys to Assessing Language Performance and Planning Curriculum for Learning World Languages. Paul previously served ACTFL as a board member and president, and he received ACTFL’s Florence Steiner Award for Leadership in Foreign Language Education, K-12.

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Through Content-Rich Units, Teachers Add to the Impact of Language Learning As Students Learn Not Only a New Language, But Also Learn, Review, or Reinforce Knowledge and Skills Valuable to Other Subject Areas.

Proficiency levels
- Novice
- Intermediate
- Advanced

Three Modes of Communication
- Interpersonal
- Interpretive
- Presentational

Using Three Modes of Communication for Content-Literate in Language Learning

The three modes of communication provide us with a clear outline for designing assessment and instruction that will support and develop the skills described in the Common Core. The literacy that is described in the Common Core ELA Standards needs to start being developed early, both in native language and in second language. What does this look like in early language learning?

Interpersonal
I often hear teachers say that their Novice level learners are not capable of discussing anything. It is all “yes or no.” Or some “discuss.” Novice level learners may rely more on key words and phrases, but they are very capable of asking questions and using sentence patterns when these are highly practiced and memorized. The key in the interpersonal mode is for learners to have motivating reason to engage in conversation, such as to find out some information that one partner knows and the other doesn’t, identify how alike or different they are, or try to come to agreement on their preferences. Novice level learners function in personally relevant contexts, so they need to be themselves when engaging in interpersonal exchanges. They are better able to negotiate meaning when they have a repertory of memorized expressions to ask for clarification. Consider teaching early language learners expressions to signal they didn’t understand something, expressions like “What do you mean?” or “Please repeat that.” Or “An example, please.” With a few key expressions, Novice level learners will be engaging in meaningful conversations and developing Common Core language. This is described in the first standard under Speaking and Listening as “Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.” What does this look like at the Novice level? Examples from the ACTFL Crosswalk document:

- Share likes and dislikes in conversation with others;
- Ask and answer questions about topics, such as family, school events and celebrations in person or via email;
- Collaborate to solve simple real life problems.

Interpretive
Early language learners understand a lot of what they hear in the target language because of how the teacher provides comprehensible input, regular language patterns, and visual or graphic support. In reading, similar strategies need to be modeled and practiced so that learners begin to internalize how to make meaning. The teacher’s challenge is how to get learners to show what they understood. An important point for teachers of early language learners to keep in mind is to avoid making the learner feel stupid. The student’s native language may also use a variety of strategies to understand, but do not have to produce language to show that they understood. The strategies novice level learners might use in the interpretive mode include skimming or scanning, identifying key words and phrases, and predicting based on context and prior experience. Practicing literacy in this way allows classrooms of early language learners to begin to show evidence of the Common Core ELA Standards, such as the eighth reading standard, “deliberately and evaluate the argument and specific claims in a text, including the validity of the reasoning.”

What does this look like at the Novice level? Examples from the ACTFL Crosswalk document:

- Identify main ideas in developmentally appropriate ways using language learners’ native language and major themes and highly predictable contexts with visual or graphic support;
- Interpret informational texts with text features that support meaning, such as graphs and charts;
- Use content knowledge in other subject areas to comprehend spoken and written messages in authentic texts.

Presentation
Common Core ELA Standards describe three purposes for writing that students need to develop, to persuade, explain, and convey experiences and information. Teachers of Novice level learners easily provide many examples of how their students can explain or tell about themselves, but can early language learners persuade? Novice level learners can present their language learner may also use a variety of communication strategies in the presentational mode, including relying on a practiced format, using graphic organizers to present information, and supporting presentational speaking or writing with visuals. What does this look like at the Novice level? Examples from the ACTFL Crosswalk document:

- Use simple sentences on very familiar topics to write short notes, messages and brief reports about themselves, people and things in their environment;
- Create charts to identify pros and cons of an argument;
- Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers.

Broadening the Content for Language Learning

Teachers of early language learners are already making connections with content across the entire curriculum. Through content-rich units, teachers add to the impact of language learning as students learn not only a new language, but also learn, review, or reinforce knowledge and skills valuable to other subject areas. How do early language learners practice the three modes of communication and build Common Core literacy? Teachers must design language units that are, or try to come to agreement on their preferences, or examine food through the causes of famine identifying where and why people are hungry. This focus allows for deeper development of the literacy goals described in the Common Core State Standards. With this approach, language teachers will become valuable allies supporting literacy initiatives in their schools and early language learners will benefit.
by Rosanne Zeppieri
and Priscilla Russell

When I walked into the third grade French class, the children were seated in pairs on the carpet in front of their teacher who was reading aloud from the story “Une Sorcière dans le cariable” by Laurence Kleinberger and Ross Capedevila and engaging the children in a conversation about the story.

Regarder la photo. Nous voyons une fille, une sorcière, et beaucoup d’articles. J’imagine que la fille va aller à l’école. Mais, que veut dire “le cariable”? Tournez à votre partenaire et partagez vos idées. Si vous portez un cariable à l’école, qu’est-ce qu’il y a là dedans?

(look at the picture. We see a girl, a witch and many things. I imagine that the girl is going to go to school. But, what does “le cariable” mean? Turn to your partner and share your ideas. If you bring a book bag to school, what is inside?)

The next stop on my walk-through was another third grade class. Here again the children were seated in pairs on the carpet and the teacher was reading aloud. This time the book was entitled, Sacagawea by Lisette Erdrich.

Let’s take a look at the journey of Lewis and Clark and ways that Sacagawea helped the explorers. She found edible plants for the explorers; she interpreted for them when they tried to buy horses from the Shoshone. I wonder what that word “interpréter” means?Turn to your shoulder partner and talk about what an interpreter might do.

The two lessons were indistinguishable. In both cases, students listened actively, predicted, made connections with their own lives and talked about unfamiliar vocabulary expressions while they learned content and cultural information. Their teachers were focused on building literacy in intentional ways as they explored interesting texts together.

In elementary schools around the United States, these scenarios play out daily. Children learn in text-rich environments with literacy a primary goal of instruction, and this is true, whether the instruction is in Arabic, Chinese, English, French, Russian or Spanish. Nonetheless, second language instruction is often overlooked as a vehicle for building students’ reading, writing, speaking, listening and viewing skills.

One of the distinct differences in the world languages classroom is the focus on interpretive listening and interpersonal speaking before students begin to read and write formally in the language. Being able to discern the main ideas of messages, responding to questions and directions using movement and signals, drawing what is heard, matching and categorizing ideas orally before producing them in writing, referencing ideas in the text to support answers—all examples of skill building tasks that lead to literacy in a second language and strengthen literacy in the learners’ first language.

In order for children to be able to accomplish these goals, the world language teacher first establishes a meaningful context that connects with children’s interests and experiences; then, she surfaces prior knowledge so they might draw connections with this knowledge. Using texts written by and for native speakers of the target language aids in setting a cultural backdrop for learning. These stories, folktales, articles, paintings and video clips portray native speakers’ attitudes and customs in authentic ways. Let’s examine an elementary thematic unit designed around the story by Kleinberger and Capedevila. The teacher introduces the theme of school life playing a PhotoStory presentation spotlighting the children in her class, their school supplies and a typical school day. She describes the scene depicted in each slide, names the items pictured and a typical school day schedule. As she provides comprehensible input, the teacher intentionally highlights vocabulary expressions the children will encounter in the storybook.

At this point, she and the children examine the book cover. She guides the class to describe the girl, define “cariable,” talk about what one might find inside a student’s book bag and discuss the difference between a book bag and a backpack. Why is there a witch picture? What items does the girl bring to school in her book bag? Children then talk and talk with a partner to share ideas and to predict what the book might be about. Who might be the main character, the girl or the witch? The teacher and the class then collect all ideas and record them on a chart as a reference during and after the reading.

Now it’s time to “walk” through the major scenes of the story. The teacher and the children “read” together, meet the main characters, and begins to answer what is already in the book. The teacher is about a girl who does not like to do her homework. Further, they examine the text structures—bolded print, dialog markers, picture captions and the organization of the text. These activities build students confidence, interest, and engagement.

As the unit progresses, the teacher balances language content and culture introducing children to a typical school day in a French-speaking country, the similarities and differences between their own school schedules and those of French-speaking children, all the while building vocabulary, practicing functional language, making predictions, and narrating. Figure 1 shows the delicate balance that exists in units of this type.

The world language teacher, as do her colleagues who teach English language arts, employs pre-reading, during-reading, and post-reading strategies that make texts accessible to learners so that they might accomplish the targeted learning outcomes. An Internet search will bring up tools and tasks that teachers are able to implement.

PRE-READING STRATEGIES

(adapted from http://www.studygs.net/pre-read.htm)

1. Brainstorming: Examine the title and cover of the book/article you are about to read. Guide students to work together to recall all the vocabulary/ideas/information that comes to mind about this title. Use this information to set a context for the story.

2. Concept or mind mapping: The teacher places the title/subject as the main idea and then, with student input, develops a “mind map” around it. This can be effective either as a group task or as a whole group.

3. Vocabulary Preview: The teacher presents key words needed to access the text. New words, background information and comprehension improve their comprehension and ability to manipulate the language.

List all words in the story that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably understand to connect relationships between what is known and unknown. Share information with students.

4. A Purpose for Reading: The teacher sets a purpose for the story or article in order to direct their reading toward a goal and to focus attention on key ideas. The teacher may pose questions, lead a brainstorming activity, or invite ideas from individual students. Along with the question, it is a good idea to pose predictions of the outcomes and problems, which need to be solved.

STRATEGIES DURING READING

(adapted from http://www.readingcomprehension.net/pilibarrera/before-during-and-after-reading-strategies)

1. Mini lessons that focus on specific reading strategies
   • Making connections – personal connections with the text, connections to other texts that students have read, connections to the world

2. Concept or mind mapping: The teacher places the title/subject as the main idea and then, with student input, develops a “mind map” around it. This can be effective either as a group task or as a whole group.

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GRADE 5 STUDENTS

- Using sticky notes to identify important sections of the book, unfamiliar vocabulary, ideas to share with a partner/class.
- Focusing on strategies to use when the text is not comprehensible.
- Using comprehension strategies.
- Making inferences.
- Recording personal responses to the text in a reader's notebook.

GRADE 4 STUDENTS

- Re-read to unravel misconceptions.
- Pause-Think-Retell to keep the story line/events/characters in mind as the story progresses.
- Story Maps to organize characters, plot, events, problems, solutions and to use when retelling the story in one's own words.

GRADE 3 STUDENTS

- Line 1: one work/subject
- Line 2: two adjectives that describe something
- Line 3: three action verbs that relate to one line
- Line 4: four feelings or a four-word sentence that relates to one line
- Line 5: one word that is a synonym of one line

Using key details to support the main ideas. This is the basis for the answers.

Craft and structure

1. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2. Determine two or more main ideas of a text and explain how they are supported by the key details; summarize the text.
3. Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Grade 4

- Use text features and search tools (e.g., key words, tables, hyperlinks) to locate information relevant to a given topic efficiently.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand account of the same event or topic; describe the differences in focus and the information provided.

Grade 5

- Organize a “World Language Literacy Festival” where students and teachers demonstrate skill development and students’ ability to listen, speak, read and write in a second language.
- Invite parents for “celebrations” following units of study. Students might tell and/or read their original stories to an audience of family members.
- Publish student work samples in an online site available to students, their families, and colleagues using wikispaces.com, ning.com and teacher web pages.
- Set up a Facebook page for students, parents and selected members of the school community as a “window” into the classroom and as a vehicle for sharing and celebrating student work.
- Host a “brown bag lunch” where parents and students discuss the work they are doing and demonstrate their progress in developing strong literacy skills.

These ideas are starting points for emphasizing the overlap in first- and second-language instruction and bringing to light the role that second-language learning plays in supporting and expanding literacy. We are aware that children’s language ability is a strong indicator of learning in all areas as well as a predictor of success in school and in life. The elementary world language teacher who has the tools in her curricula/book bag to focus on receptive language and productive language: identifying cognates, understanding the gist of messages, communicating appropriately in different contexts, understanding syntax and developing strong vocabulary knowledge also is developing literacy skills. Intentionally highlighting these ties to Literacy, not only strengthens students’ L2 literacy skills, but also draws attention to the role that world language instruction plays in the overall development of L1 literacy.

Both Princeton and West Windsor-Plainsboro serve as Model Program resource centers for New Jersey.

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Rosanne Zeppieri is an independent consultant who has recently retired as K-5 Supervisor in the West Windsor-Plainsboro Public Schools. A stalwart of FLENJ for many years, she also offers sessions on the state, regional and national level.
by Mimi Met

Literacy is a powerful tool for learning new language. We frequently think of comprehensible input as language that we hear, but we can also access comprehensible input from print.

Research has shown that reading has a powerful impact on language learning; much of the vocabulary that educated adults know has been developed over time through reading. Reading also exposes language learners to a range of structures and forms that can become familiar with past tense forms, and also develops sensitivity to how different past tenses are used to communicate information related to aspect.

When I was just starting my work in elementary school foreign languages, most programs offered either Spanish or French. It was commonly thought that we should not introduce reading and writing until our students had a firm mastery of the sound/symbol correspondences in English in order to avoid any possibility of interference. As a result, we focused heavily on oral language, working to give our students the tools to communicate about everyday topics important to them.

Today, whatever form early language learning takes, many language professionals are introducing literacy early in the curriculum, reporting no negative impact on students’ emerging literacy in English. In fact, there may be some mutual reinforcement between English and the target language, particularly in the area of foundational skills such as awareness of print, understanding of the alphabetic principle, and phonemic awareness. Just as they are expected to do in their English reading development, young second-language learners read to use their emerging reading abilities to make meaning from common environmental print and follow along in their own text or in a big book as the teacher reads aloud. As they become more skilled readers, both in their first and second languages, young learners identify the characters, setting, and problem/resolution in narrative texts; they identify the beginning, middle, and end of a text; they must use reading as a tool for gaining information, such as from grade level informational texts; and they are expected to recall stories or information (verbally or nonverbally) using supporting details.

This mutual reinforcement has become particularly significant as we support students in attaining the outcomes detailed in the Common Core standards, which of course include literacy. Fortunately for us, the Common Core places heavy emphasis on reading informational texts. Students in immersion and other types of content-based programs can learn new reading strategies or apply those learned in English to gain additional practice in an important aspect of their literacy development. Reading contemporary narratives can also expose students to examples of how children in the target culture interact linguistically with one another—something often hard to do when direct contact with peers is limited or non-existent.

Although reading is what most often comes to mind when discussing literacy, writing is also a key literacy tool for improving language. Students use writing for a variety of purposes that are both common to everyday life and also academically important. Writing is a tool that helps us remember, whether we are making lists or taking notes. In schools, writing is often a way that we demonstrate our learning to teachers or others. Writing has also been shown to push learners to deeper and more precise control of knowledge or concepts. It isn’t until we try to express our ideas in words that we confront the gaps in our knowledge or where our thinking is fuzzy. In schools, whether writing formally (such as reports or papers) or informally (such as journals or completing graphic organizers), writing can improve academic knowledge.

Writing can be used in language classrooms to scaffold oral production. Some teachers ask students complete a graphic organizer prior to pair or group work. This kind of writing gives students time to think about what they want to say and what language tools they will need. Similarly, using note cards can help students remember main ideas or key language when making a presentation. (Of course, there is a difference between reading from brief notes and reading aloud a prepared script.)

Online chat has been shown to have many similarities with oral interaction. As a result, teachers can extend interpersonal communication beyond the classroom. Students can continue to build their fluency and comfort using the target language through synchronous communication with the teacher or peers.

We know more about language development than ever before. New research on how literacy promotes the growth of their native language for our English-speaking students can inform the decisions that we make for target language curriculum and instruction. It is now clear that oral language and literacy are interdependent. Oral language helps students know the meanings they encounter in print. Print, in turn, exposes students to far more language than they can meet in the classroom, or even in social interaction outside the classroom.

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Oral language helps students know the meanings they encounter in print. Print, in turn, exposes students to far more language than they can meet in the classroom, or even in social interaction outside the classroom.

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A BLUEPRINT FOR SUCCESS

Aligning Our Targets: Proficiency, Learning, Assessment

by Alyssa Villarreal

In celebration of NNEHL’s 25th anniversary, it is important to note how far we have come. Twenty-five years ago, early language programs were fighting for their place in the K-16 continuum. Just getting a program started and sustained was the focus. Over time, the viability of the types of programs came under examination and we refined our practice.

Today, we continue to refine our practice and improve our worth with data. Our programs are now focused on being learner-centered, proficiency-focused, and intertwined with 21st Century Skills and the Common Core. We have made so many strides in early language learning; in fact, it is no secret: any program can grow. Through the lens of one district’s journey of program refinement, we will identify a blueprint for success by aligning our targets.

STEP 1: SET PROFICIENCY TARGETS

In setting targets, you must consider two main things: questions:
1. What are the exit targets for the entire program?
2. What is the exit target for my program?

Keep in mind that setting realistically rigorous targets depends on:
• the amount of time the students receive instruction weekly and
• the frequency with which they receive instruction.

Once you have set the exit target, decide on annual targets by first setting the exit target and then backward planning.

Editor’s Note: Alyssa Villarreal and Helena Curtain presented this topic at the NNEHL Breakfast as part of the ACTFL Convention in Philadelphia on Nov. 17, 2013

Reflection on Current Program Implementation

Is your program where you want it to be? Is it producing the results that you desire? Are students yielding the greatest results possible or are they even outsourcing the norm? Consider asking yourself the following questions:

• Are the goals of the program realistic? Have the goals been communicated to all the stakeholders: parents, teachers, administrators, the school board, and the community?
• Does the program have enough time for sufficient language exposure to meet the targeted proficiency levels?
• Is the curriculum focused on meaningful, engaging activities that do not focus on language alone but also focus on integrating language and content from the regular curriculum so that the students are cognitively engaged the entire time?
• Is the curriculum standards-based and thematically organized?
• Does the curriculum make connections to the target culture?

• Is there a balance of languages being offered or is only one language being offered?
• Is local funding available so that the program does not have to rely on the vagaries of grant funding?
• Are the instructional activities intrinsically interesting, cognitively engaging and culturally connected?
• Is professional development for the teachers an ongoing part of the program?

In 2004, I asked myself these very questions as I assumed the role of World Language Coordinator of Memphis City Schools (MCS). In my reflection, I found we fell short in many areas. In 2004, 77 of our 125 elementary schools offered a Foreign Language Exploratory (FLEX) language program. Of those 77 programs, the implementation ranged from some grades getting instruction to all grades receiving instruction. The program was started with a bottom-up strategy, adding a grade-level each year in each program. Meanwhile, only two middle schools offered any language instruction in their programs. Ultimately, I arrived at the understanding that the bottom-up strategy, while viable, was not yielding the results we wanted in our programs.

In 2005, we began to restructure our program using a top-down approach and by 2006 all of our middle schools offered some sort of language offering and the 12 remaining elementary programs offered FLEX instruction. Our programs were now organized in feeder patterns creating the opportunity for 12 years of continuous study. While this had been a major project, it quickly became apparent that while the structure of the programs made sense, the results were not coming within the current course design. Through an ambitious FLAP project, we went back to the drawing board to look for further refinements to the program that would yield the proficiency we desired for our students.

Today, we have strong feeder patterns across our programs. We have K-12 feeder patterns in Chinese, Japanese, Russian, and Spanish as well as AP feeder patterns that serve pre-AP middle school students. We continue to work on articulating curriculum and materials. What we have learned, to-date, is that managing a language program is a journey. You do not wake up one day and find that you have arrived at program perfection! In fact, in education today, you have to wake up every morning ready to reinvent yourself based on the latest research. If, at some point, you can embrace change as a means to providing world-class language instruction to a group of students, then change becomes easier.

It only takes a few focused steps to create or reinvent a successful program. Schools and districts that are moving forward are setting targets, designing instructional pathways to meet those targets and testing internally and externally to ensure they are meeting those targets (Duncaic 2012). I would add a fourth step: reflect and connect to ensure the necessary reflection and following connections are explicit. Let’s walk through each step examining them more closely.

1. What are the exit targets for the entire program?
2. What is the exit target for my program?

One of my elementary Russian teachers, Keenan Sloan, developed a presentation for his classes (K-5) on proficiency using the language of video gaming. Now, all of our elementary students are focused on “leveling-up” in their modern language classes. Using cartoon characters to bring the idea of moving up the proficiency scale, students now level up through the novice performer to the intermediate performer levels in order to fill their ice cream cone. To fill up your cone, you expand chunks of language to sentences and then add connecting words to connect sentences. Introducing proficiency to students is critical for success because it makes students partners in the learning process. It gives them some control and rationale for buying in. It also provides the teachers a cue to push...
I can tell you if I have family members. I can identify people in my school family. Me and my family

<table>
<thead>
<tr>
<th>First quarter target: NM</th>
<th>Second quarter target: NM</th>
<th>Third quarter target: NH</th>
<th>Fourth quarter target: NH</th>
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<td>I can tell you if you have a brother and sister.</td>
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First and second quarter theme: NH

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<td>My dad and me.</td>
<td>My dad and me.</td>
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<tr>
<td>Me &amp; my family</td>
<td>Me &amp; my family</td>
</tr>
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STEP 2: DESIGN STANDARDS-BASED INSTRUCTIONAL PATHWAYS TO MEET THOSE TARGETS

The biggest ‘aha’ moment for my teachers occurred after OPI testing fifth grade students. When reflecting on what we had learned from the experience (not even the results) the teachers identified focusing on the function of language, learning pathways, and what it means to turn the language. With your targets in place and the functions of language identified, identify your unit themes. Be cautious not to use topics, as they are too narrow in scope to get the robust theme you need to build linguistic proficiency. The degree to which you can support content-based instruction is helpful in determining themes. We began by mining possible themes from core curriculum and state standards. Stories also help refine the theme of a unit. Stories are a part of every unit, implementing authentic literature, such as Russian Folk tales, into every unit possible.

Once you have selected the unit themes it time to designate the desired unit outcomes. In MICS, we use can do statements. This allows us to write unit outcomes once and use them with a variety of audiences from students to administrators. The can do statements are used as the basis for creating daily lessons and allow students to monitor their own language growth and integrate new skills into their day-to-day living. As an added benefit, a unit is built with the language teaching target in place. The project can then be unpacked to create daily performance indicators that students use to focus their learning and teacher can use to guide their planning of the instructional pathways for a given lesson. Posting the learning target daily is critical to getting students buy-in and sparking their motivation to participate fully in daily instruction. If you share the learning targets daily and have an agenda of learning experiences, even your most reluctant learners can begin to partner with you in the learning process. Learning targets announced and posted for the duration of the lesson, will create the comfort of knowing what to expect. Following the posted agenda promotes students’ success and the learning environment becomes a partnership for all students.

For world language teachers, learning targets improve instruction and groom realistic expectations for language learning while breaking the notion that fluency is a destination. We are able to promote the goal of reaching proficiency for our students – they further their journey of proficiency. When we set our unique targets, prepare students to meet those targets, and allow them to demonstrate the target’s proficiency, we find success in our classroom. This is one of the most powerful and critical type of advocacy for language learning, especially early language learning.

STEP 3: TEST INTERNALLY AND EXTERNALLY TO ENSURE STUDENTS ARE MEETING TARGETS

This has quickly become my favorite part of the process. While the creative process we must engage in to set targets and design learning experiences is enjoyable, assessment provides the feedback that makes it all worthwhile. I often ask my teachers if we don’t know where we are, how do we get better? Success is gratifying; therefore, we need honest feedback to continue our journey toward greater proficiency. In my opinion, language teachers must focus on the target and the journey.

Internal assessment is a hallmark in our elementary program. Teachers assess daily using the daily targets as the benchmark for gauging interpersonal skills and using SMART. I have never seen students ask to be assessed, but using a clicker system allows students the personal feedback immediately. From a programmatic standpoint we use common mid-unit assessments and end-of-unit assessments, as well as a common annual assessment.

For end-of-unit and annual assessments, teachers switch classes to administer the assessments for a more objective approach to assessing. All teachers report student scores on a data collection form. The data is compiled at the district level and examined by elementary content leaders for feedback on everything from instruction to curriculum and assessment. Implications are vast and assist us in further refining skills. One question that internal assessment does not answer is how well are we really doing? How do we know we are asking the right questions?

Twenty-five years ago, I am not sure there were many options for immersion students and the immersion program. Today, we have options for assessment to give us the feedback we need to hone our programs and skills. Due to the size of our district and limited funds, we test samples of students, using OPI, Standards Based Measurement of Proficiency (STAMP), and this year ACTFL Assessment of Performance Toward Proficiency in Languages (AAPFL). We focus our external data collection on listening and speaking skills as this is only the third year of instruction for most of our programs and literacy is just now beginning to be taught.

As our programs continue to articulate, reading and writing will be assessed in fifth grade as well. In the meantime, the external assessment has provided us with empowering feedback that has allowed us to focus our curriculum, assessment, and professional growth activities in a manner that deliberately grows our teachers and programs. Whatever option(s) you choose for your program—SOPE, ELLOPA, STAMP, AAPFL, OPI—it is important to get external feedback.

The question I am asked the most is about logistics. How do we make it happen to interview every student, every unit? The answer was easy and right under our noses. We simply gave ourselves permission to build assessment time into every unit. Each unit ends with two weeks of assessment so we can ensure that instruction proceeds appropriately. Using centers, the teachers set up an interview as one of the centers to keep every student highly engaged in a learning experience. Our teachers also involve the students in the assessment process. Throughout each unit, students use can do folios to track their progress so there are no surprises when the assessment comes. Students are then able to see what they should be working on in order to improve. This process helps the teacher have enough time to give feedback.

Low levels of feedback, like what to work on and where students can improve, are easily gleaned from the student responses. Teacher feedback can then be more focused and specific in helping students progress linguistically. Additionally, using student self-assessment helps teachers keep their fingers on the pulse of the class progress toward attainment of the unit targets. Give yourself time to monitor and assess, it is one of the most important things we can do to improve student learning.

STEP 4: REFLECT AND CONNECT

Once you have targets, learning pathways, and data on how it is all working, the most important thing we can do is to reflect and connect. Reflect on the data. According to the data, what are we doing well? Where can we improve? Did anything surprise us?

Use the reflections to reconfigure with the targets and learning pathways to refine your work based on the data. Reflect individually and as a team. This is the best team-building exercise you can do. While we was not designed to be team-building, the results are remarkable. When teachers work together to their strength, the students always win.

We have learned a lot in the past 25 years. We have made unprecedented growth in elementary programs as evidenced by the coverage of immersion programs. We will continue to grow and excel because our students need us to continue the journey with them. This is just one example of how programs across the country are engaged in effective instruction and the dedicated professionals who make it all worthwhile for our students.

Take small steps. Programs, like Rome, are not built in a day. Anyone can set targets. Anyone can reflect. Anyone can model best practices. The best part is you don’t have to do it alone or all at once. Take small steps each day, semester and year. Don’t forget to enjoy the journey. The best is yet to come.
What Can We Learn from the Common Core Standards in the Early Language Learning Classroom?

by Helena Curtain

INTRODUCTION

The Common Core State Standards (CCSS) and the National Standards for Foreign Language Education have several areas of commonality. First of all, both standards identify the goal that all students, by the end of 12th grade, will have the skills they need to be successful world citizens. The introduction to the Common Core document spells out the thinking behind it and shows the immediate connection to world languages: “We are living in a world without borders. To meet the realities of the 21st century global economy and maintain America’s competitive edge into the future, we need students who are prepared to compete, not only with their American peers, but with students from all across the globe for the jobs of tomorrow.” (Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education, 2008, p. 1)

Secondly, the CCSS and the National Standards for Foreign Language Learning contain similar strands. The Common Core document organizes the strands according to Reading, Writing, Speaking and Listening. These same four strands are found in the National Standards for Learning Languages document in the Communication standard which lists three types of communication ability:

• Interpersonal communication—listening, reading or viewing
• Interpersonal communication which mainly focuses on listening and speaking (but could include reading and writing depending on the nature of the spontaneous communication task)
• Presentational communication—speaking or writing

The CCSS align outcomes with various grade levels while the National Standards for Learning Languages align outcomes with various proficiency levels. In short, as language educators we are strongly connected to the CCSS since we share the goal of preparing all of our students to be world ready with the high levels of proficiency and skills that they need in order to be successful.

As we look at how the Common Core State Standards intersect with students in K-5 language programs, we must take into account the disparity in proficiency levels since the CCSS are designed for native speakers of English who are functioning at much higher levels. Proficiency of students in world language classes varies according to the length of time that they have been learning the language, and the types of activities in which they have been engaged. Students in K-5 programs, beginning in kindergarten or first grade, that meet at least three times per week for at least 30 minutes, at a minimum, reach the novice-Intermediate proficiency level by the end of fifth grade. According to ACTFL Proficiency Guidelines, here is what students at this level can do:

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. (ACTFL, 2012, p.9)

Even though students in world language classes are operating at much lower proficiency levels, they are still able to work toward the same academic goals. The CCSS demand that all students have an engaging, meaningful, and challenging learning experience. We must work to ensure that all learners in world language classes have the same types of experiences. Students at the novice proficiency range are able to benefit from cognitively engaging activities that demand higher order thinking.

THE COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

The Common Core English Language Arts Standards describe what students by the end of Grade 12 should look like:

“They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information Students adapt their communication in relation to audience, task, purpose, and discipline. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions…” Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.” (2012, p. 7)

Just as the National Standards for Language Learning challenge our profession to focus on what students are able to do with the language rather than what they know about the vocabulary and grammar of the language, the CCSS present challenges to the way that literacy in English has traditionally been taught in that they focus on moving from a knowledge-driven curriculum to a skills-based curriculum. Billings and Roberts make the transition clear when they say: “… the Common Core Standards assume that teachers are ultimately teaching students to think—the most difficult and important literacy skill of all.” (2012, p. 72)

The Common Core standards highlight three key areas of shift (Alberti, 2012):

• Building knowledge through content-rich nonfiction
• Reading and writing grounded in evidence
• Regular practice with complex texts

Teachers are being asked to focus on developing deep comprehension skills in addition to the focus on phonics and other basic skills that had been the hallmark of No Child Left Behind requirements. The new CCSS ask teachers to place greater emphasis on rich and varied texts so that students can be engaged in reading and learning at the same time. Listed below are the ten anchor standards for reading. These anchor standards have been aligned with the National Standards for Learning Languages in a document entitled Alignment of the National Standards for Language Learning Languages with the CCSS (ACTFL, 2012). http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key ideas and details:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and structure:
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and
WHAT DO THE COMMON CORE STANDARDS CONNECT TO EARLY LANGUAGE LEARNING?

The literacy skills that are found in the common core are the skills that are used by Aronson et al. (2012) to describe the 10 Common Core Reading An...en in the following: Delineating and evaluating the argument and evidence. This includes understanding the evidence, assessing the relevance and sufficiency of the evidence, and understanding the relationship between the evidence and the claim.
Are we working from high, clear and focused expectations?

Two main parts of this section give examples of working with concept organizers as a way to help students understand the relationship among ideas in many texts and the second part suggests using Bloom’s Revised Taxonomy (Anderson, & Krathwohl, 2001) as a way to increase the complexity of the lessons and activities we plan for students—a complexity that will enable them to meet the demands of the Common Core State Standards.

WORKING WITH CONCEPT ORGANIZERS

One way to support students in developing their skill with complex texts is to have them work with concept organizers showing the four basic relationships among ideas:

- addition of ideas: simple listing, mapping, webbing, clustering
- compare and contrast
- process/cause and effect
- time sequence/chronology

Addition of Ideas: Simple Listing, Mapping, Webbing

This type of relationship presents information or clarifies and categorizes information in a structured way. These organizers can be linear or non-linear depending on the relationships being described. They can be used to describe and list attributes or patterns or to organize information about specific events, settings, or people. They can organize information into general statements with supporting examples or clarify concepts relating to a word or phrase that represents entire classes of people, places, things, and events.

Understanding these relationships can help students understand the structure of complex texts. Also, we can deal with texts and with any learning activity at various levels of complexity. The first part of this section gives an example of working with concept organizers as a way to help students understand the relationship among ideas in many texts and the second part suggests using Bloom’s Revised Taxonomy (Anderson, & Krathwohl, 2001) as a way to increase the complexity of the lessons and activities we plan for students—a complexity that will enable them to meet the demands of the Common Core State Standards.

Figure 1 gives some simple examples of how students at the novice level of proficiency could still work with complexity along the continuum of thinking. This chart shows how the thinking of young learners can be scaffolded even as they work with some basic fairy tales. The activities outlined here all directly connect to the Common Core requirements. Teachers can use these questions as they are working with any story.

CONCLUSION

We examined the connection between the National Standards for Learning Languages and the Common Core State Standards. We have seen that there is overlap between the two standards in that the strands of both are related to listening, speaking, reading, and writing at various levels of proficiency. We have looked, in a very general way, at the learning demands outlined by the new standards.

We have also seen several examples of how teachers of young learners can work with the skills of the Common Core State Standards, and in doing so, increase the skills of their language students. If we are to truly produce students with 21st century world-ready skills, we must be sure to challenge them with intrinsically interesting, cognitively engaging activities that are connected to global cultures. We must continue to strive to provide students with activities that will not only increase their language skills, but will also provide them with opportunities for complex learning.

APPENDIX

Questions To Consider As We Examine Our Lessons To see if They are Meeting the Expectations of the Common Core State Standards

- Are we working from high, clear and focused expectations?
- How can we build proficiency and carefully connect to what we are using?
- Are the materials we are using contributing, not only to proficiency, but also to knowledge and skills from other disciplines?
- Are we working with concept organizers showing the four basic relationships among ideas?
- Are we asking questions that enable us to move from one proficiency level to another?
FIGURE 1: THINKING SKILLS AND ACTIVITIES IN BLOOM’S REVISED TAXONOMY

<table>
<thead>
<tr>
<th>SKILL</th>
<th>SAMPLE PRODUCTS</th>
<th>PURPOSE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Design, construct, plan, produce</td>
<td>Combine elements into a new pattern or product.</td>
<td>What ideas could you predict or infer from…? What ideas can you add to…? How would you design/create a new…? What might happen if you combined… with…? What solutions would you suggest for…?</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Check, critique, judge, hypothesize, size, conclude, explain</td>
<td>Judge or decide according to a set of criteria</td>
<td>Do you agree…? What do you think about…? What is the most important…? Prioritize… How would you decide about…? What criteria would you use to assess…?</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Compare, organize, cite differences, deconstruct</td>
<td>Break down or examine information</td>
<td>What are the parts or features of…? Classify… according to… Outline/diagram/web… How does… compare/contrast with…? What evidence can you list for?</td>
</tr>
<tr>
<td>Applying</td>
<td>Implement, carry out, use, apply, show, solve</td>
<td>Apply knowledge to new situations</td>
<td>How is… an example of…? How is… related to…? Why is… significant?</td>
</tr>
<tr>
<td>Remembering</td>
<td>Describe, explain, name, estimate, predict</td>
<td>Understand and interpret meaning</td>
<td>Retell… in your own words. What is the main idea of…?</td>
</tr>
</tbody>
</table>

FIGURE 2: CRITICAL THINKING IN STORIES AND STORYTELLING USING BLOOM’S REVISED TAXONOMY

Creating

Little Red Hen

Create another ending. Predict what you think would have happened if they all had worked together.

Apply knowledge to new situations.

Explain why the Little Red Hen asked for help.

Goldilocks and the Three Bears

Create a different story called Goldilocks was bad or good and tell why.

Analyze the story to real life. What could not have happened?

Illustrate the main events of the story. Describe the characters from the story.

Little Red Riding Hood

Create a new version of the story. Change the time to modern day.

Rank characters from best to worst, smartest to least smart, and most to least important.

Three Little Pigs

Prepare a new ending to the story “Three Little Pigs.” Choose the smartest pig. List three reasons why you chose that pig.

Classify the pigs’ houses from best to worst according to cost, building time and strength.

Use model to demonstrate which house stood up the best.

Describe what each of pig’s houses looks like. Read the story and name all of the characters.

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RESOURCES


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Where World Language and the Common Core Intersect http://blogs.edweek.org/edweek/global_learning/2012/09/where_world_languages_and_the_common_core_intersect.htm


Helena Curtain, Ph.D. is an internationally known expert on second language teaching methodology, curriculum development, and bilingual immersion education. Her special interest is in teaching language to young learners. She is the co-author of Languages and Children: Making the Match, now in its fourth edition—a book used in universities throughout the United States for preparing language teachers to work in grades K-8. Dr. Curtain directed the English as a Second Language and World Language teacher preparation programs at the University of Wisconsin-Milwaukee for 10 years. Previously she coordinated the foreign language and ESL programs in grades K-12 in the Milwaukee Public Schools and taught at the elementary, middle school and high school levels. In the Milwaukee Public Schools she started three full immersion programs in German, Spanish and French and was one of the pioneers of the immersion movement in the United States. She has won several national awards including the Two Way Immersion CARE Research on Bilingualism Award 2012. She has broad experience working with schools and school districts, teaching and conducting workshops throughout the United States and internationally in 50 countries.

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Consultant and 2009 winner of the Pearson Department of Education World language curriculum. Common Core English Language Arts, is state. While math and science are core way to increase economic benefits for the state, we provide all the professional development for teachers, all the curriculum development for content taught in the second language and professional development for administrators. In 2009-10 we launched the pilot. We were only supposed to start with 15 programs, however we ended up with 21 programs the first year. We already had four, which gave us 15 dual immersion programs. The districts were extremely enthusiastic. We picked three languages: French, Spanish and Chinese. (Utah has memoranda of agreement with countries where these languages are spoken, thus providing a source for teachers.) The legislation required that the program be a 50/50 model and start in kindergarten or first grade. Those were the non-negotiables for dual immersion.

“Dual immersion” is the Utah umbrella term for both one- and two-way immersion. Our objective is to simply the terminology, combining both one-way programs and two-way programs under the term dual immersion, because they all are 50/50 instruction in Utah. We have no 90-10 programs.

One-way is when there are predominantly English speakers. Two-way is when there is a minimum of 1/2 native speakers of the other language. In Utah, that only happens in Spanish, so we have both one-way and two-way programs in Spanish. The classroom composition may be different, however, the instruction and curriculum is not. We find the 50/50 model to be much more effective in becoming a strand in a school and all of our programs in Utah are what we call “strands.”

That means they co-exist with traditional instruction in the same school, and parents have a choice of placing their children in either a dual immersion program or one with traditional English instruction.

Q: What content is taught in the target language?
A: In grades 1-3, the majority of the literacy block is taught in English, in addition, there is reinforcement in English for math, social studies and science. In the second language block in grades 1-3, math is taught in the target language, as well as what we call integrated curriculum, which is social studies, science, health and art. We also have a literacy class taught in the target language.

In grade 4 we have a major shift. The majority of math switches back to English and at this point the literacy is divided between the two languages. We move social studies in grades 4 and 5 to the English side in order to teach Utah state history and U.S. history in English. Science continues to be in the second language. In the 6th grade, social studies (world history) returns to being taught in the second language and science switches to English. (see pie chart below)

Q: Some principals argue that you would have to eliminate regular classroom teachers over the course of time in order to build the vertical immersion program. How do you answer that concern?
A: We have 57 dual immersion schools in Utah. Of those, 31 are Spanish immersion programs–16 two-way and 15 one-way programs. We have 17 Mandarin Chinese programs and we have 9 French programs, with a state model for each. We are in 15 school districts across the state. Those range from the largest school district in the state with 70,000 students to one of our smallest school districts with 4,000. We have a rural school district, with 3,500 students looking to add immersion strands in each of their two elementary schools. Park City School district, with 6,000 students, plans to have dual immersion in all four of their elementary schools next year, two Spanish and two French.

Q: What role does literacy play in the immersion programs?
A: Literacy is extremely important for us. We actually provide the content in grades 1-3, so we make sure all kids are grounded in English language arts and they know how to read and write in English before they add a second language. We’re doing simultaneous literacy, so they are getting literacy in Chinese, Spanish, French, starting in first grade, but they’re getting grounded in English by an established English teacher already at the school. That teacher is actually the rock of the program. Specific proficiency goals for every dual language immersion language are set at each grade level in all areas reading, writing, speaking, and listening.

Q: Can you describe the types of school districts choosing to implement immersion programs?
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A: That’s where Mimi Met played a
Q: How did you convince principals that

This content is aligned to the Common

winter 2013

where we discuss issues specific to that
other and don't feel isolated. We meet
times a year and is made up of all
Administrators. This is where we share

A: Professional development is addressed
Q: What professional development is provided?

A: Right now, students are being assessed
by teacher observation checklists and

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SUBMIT YOUR ARTICLES NOW FOR THE SPRING/SUMMER EDITION OF LEARNING LANGUAGES.

Please include your name and a short biography with each piece.

Photos used must be provided in separate files and must meet high-resolution standards (300dpi minimum).

Please send all material to journal@NNELL.org. The theme for the next edition is “Building Intercultural Competence through Language Learning.” Go to http://www.nnell.org/publications/docs/learning_language_theme_deadlines.pdf for more information.

Jacquie Boett Van Houten, president of NNELL and World Language in the Kentucky Department of Education, conducted a phone interview with Gregg Roberts, about his state’s immersion initiative and later attended one of the Annual Utah Dual Language Institutes (AUDI). Hers is one of several states with immersion program initiatives in a Utah-lead consortium that seeks to share information.

Global Kids Lab
Global Language Project
Half Hollow Hills
Kids Immersion, LLC
Language Lizard, LLC
Little Pim
Maracas
McGraw-Hill
Middlebury Interactive
New York State Association of Foreign Language Teachers
Pearson
Utah
River Oaks Baptist School
Santillana USA Publishing Co
Saralordon Publishing
Sing A-Lingo
Sonrisas Spanish School
Sonrisas Language Resources
Southern Conference of Language Teaching
SUDE
Teacher Discovery
TPRS Publishing, Inc.
West Morris Central High School
Whittlesea LLC
World of Reading

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 invites you to submit your articles for the spring/summer edition of Learning Languages. This content is aligned to the Common Core math and English language arts. In regard to testing, our immersion kids are scoring on par or higher than their monolingual peers in the same school. There’s no dip in our 30/30 immersion model, whereas in 90/10 students have been known to drop below their monolingual peers for a while, then catch up in 4th and 5th grades.

In math, in grades 1-3 we are doing constant benchmark testing in English to ensure that those students are getting their math, as it is taught in the second language.

Our model is a K-12 model. The middle school model will start this year, in 7th grade. The students will eventually be
taking Advanced Placement courses in 9th grade and doing an A-level (3000 level) college work in 10th-12th.

Therefore when they enter our state universities, they will only be two
courses short from receiving a minor in that language, which has never been done before. Our legislature,
postsecondary groups and state board of
direction is all on board with this and state course codes are changing to
reflect it, so that 7th graders will take level 3 honors language courses, in 8th grade they take level 4 honors, and in
9th grade the AP course.

Q: How did you convince principals that

immersion was the approach to take and
that it was doable?

A: That’s where Mimi Met played a

key role. Back in 2005, we started
having meetings with school district administrators across the state
to explain what immersion education is and how dual immersion would work as a
program. Then, we set up professional
development for our administrators. We have a Utah School Immersion
Advisory Council which meets five
times a year and is made up of all
the immersion principals, instructional specialists and interested
school district curriculum directors or
administrators. This is where we share
how things are going, answer questions,
provide information, decide on next
steps, etc. The benefit is that in the
networking—principals can talk to each
other and don’t feel isolated. We meet
three times a year as a whole group
and twice in language-specific cohorts,
where we discuss issues specific to that
language.