Spanish Immersion Program

Palisades World Language School
Lake Oswego School District
June 30, 2021
Elementary Introductions

- Lilian Sarlos- Palisades Principal
- New Hire- Kindergarten
- Liza Ramos- Kindergarten
- Leah Leiva- 1st Grade
- Martha Soto- 2nd Grade
- Olivia Hill- 3rd Grade
- Maria Krekorian- 4th Grade (Intermediate Team Lead)
- Anne Swigard - 5th Grade
- Joseph Nilaver - SI Educational Assistant
- New Hire- SI SpEd Assistant
- New Hire- Learning Specialist
- New Hire- Counselor
- Angie Markman - Spanish Literacy Specialist/Student Support Specialist
Program History & Evolution

- Started as a half day kindergarten enrichment program
- Added 1st & 2nd, which led to program expansion
- Spanish Literacy Curriculum (Maravillas) added five years ago and was rolled out one grade level at a time
- The LO SI program is different from most other programs in the area in that it is a “one way” program with priority given to Spanish native speakers and heritage speakers.
- Current Delivery Model (Instructional Minutes/Percentages)
  - K = 90%/10% (Spanish is the target language of literacy instruction for grades K-2.)
  - 1st = 80%/20%
  - 2nd = 70%/30%
  - 3rd = 60%/40% (Starting at 3rd grade students begin to receive explicit literacy instruction in both languages.)
  - 4th = 50%/50%
  - 5th = 50%/50%

*Percentages based on core curriculum subject areas (specials not included)
Program Goals Grade K

Students in Kindergarten will:
- Rely on cues from peers and pictures to understand basic conversations or instructions.
- Attempt to speak Spanish or will respond in native language.
- Repeat words, songs, and phrases in Spanish.
- Follow two-step oral directions, one step at a time
- Draw pictures in response to oral instructions
- Respond in one or two word responses.
- Begin to approximate correct pronunciation.
- Respond non-verbally to confirm or deny facts (e.g., thumbs up/thumbs down)
- Act out songs and stories using gestures

(Students typically go through a silent period, where they are absorbing the new language, but do not yet speak it.)
Program Goals Grade 1

Students in First Grade will:
- Continue to rely on gestures and pictures, but are understanding new ideas and multi-step oral directions.
- May attempt to use new vocabulary and phrases, usually mixing their responses with their native language.
- Begin to verbalize independent ideas and retell simple stories with occasional errors.
- Begin to respond with simple sentences which may contain certain grammatical errors.
- Pronunciation is intelligible but not yet consistently speaking with a Spanish accent.
Program Goals Grade 2

Students in Second Grade will:
- Use cues and vocabulary to learn new concepts and follow multi step oral directions.
- Become more comfortable trying out new vocabulary and phrases with a decreased use of their native language.
- Verbalize independent ideas and retell simple stories with some support.
- Begin to respond with simple sentences with occasional errors.
- Use clear pronunciation and intonation, similar to that of a native speaker.
Program Goals Grades 3-5

Students in Grades 3-5 will:

● Continue to apply skills acquired at the primary level.
● Understand and communicate information, ideas and concepts necessary for sociocultural and academic success.
● Use contextual cues and vocabulary to learn new concepts and follow directions.
● Use short, common expressions or memorized statements. Students may begin to take risks forming more complex sentences or phrases.
Elementary Spanish Resources

- Maravillas Literacy Curriculum
- Science (FOSS)
- Social Studies (HMH)
- IXL Math
- Words Their Way/Palabras a su Paso
- Spanish Leveled Readers
- Spanish Library Books
- Spanish Scholastic News
- Watch and Learn
- BrainPop Español
- EPIC
- Tumblebooks
- Overdrive
- Health Magazines (English & Spanish)
- Lectorum (Spanish Book Fair)
Elementary SI Curriculum, Instruction, and Assessment

- Maravillas is our Spanish language arts core curriculum
- Grades K-2 use the Spanish BAS (Benchmark Assessment System) to assess literacy skills 3x a year
- Grades K-2 also use IDEL in Spanish & DIBELS in English (Dynamic Indicators of Basic Literacy Skills)
- Grades 2-5 take the STAMP test once a year (measures reading, writing, speaking, and listening)
- Spanish instruction takes place primarily through Spanish language arts, science, social studies, transitions, and cultural enrichment lessons
- Spanish intervention programs include Estrellita & Esperanza
- Spanish Report Cards (updated last year)
- K-5 SI Curriculum Mapping with Educational Excellence (ongoing)
# The Six Stages of Second-Language Acquisition

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<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tr>
<td>Pre-production</td>
<td>This is also called &quot;the silent period,&quot; when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.</td>
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<td>Early production</td>
<td>The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.</td>
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<tr>
<td>Speech Emergent</td>
<td>Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.</td>
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<tr>
<td>Beginning Fluency</td>
<td>Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.</td>
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<td>Intermediate Fluency</td>
<td>Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.</td>
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<tr>
<td>Advanced Fluency</td>
<td>The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.</td>
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The article cited above explains that some students may experience what might seem like an academic delay, however this is a normal part of the language learning process and not uncommon when working in two languages. “While bilingual children typically know fewer words in each of their languages than do monolingual learners of those languages, this apparent difference disappears when you calculate bilingual children’s “conceptual vocabulary” across both languages.”
Research Proves Dual Language Works!

Average score of monolingual English-speaking students

Two-Way Dual Language (like Compañeros)

One-Way Dual Language (like Dos Ríos)

Other programs for English language learners, like Transitional Bilingual and English for Speakers of Other Languages

(adapted from Thomas & Collier, 2009)
Look at what our students can do!

Sonidos Iniciales by KG [link]

Mis Sentidos by Auden Yoo [link]

La Primavera by Elise Simmons [link]

Dia de la Madre by Hudson Francetich [link]

Lewis and Clark by Grant Wise [link]

Animal Report by Ruby Aman [link]

Biographies by Ashley Brown [link]

Biographies by Maya Ye [link]
Program Goals Middle School

Grades 6-8:
- Students can start and sustain conversations for informal daily topics or literary ones.
- Students can read and write about different literary genres.
- Students can demonstrate knowledge of their Social Studies grade level goals.
- Students can demonstrate socio-cultural competences.
Middle School Immersion learning to look forward to...

**Social Studies in Spanish**

- 6th Grade Social Studies Curriculum - Ancient Civilizations - in Spanish with a focus on writing in the past tense and vocabulary development
- 7th Grade Social Studies Curriculum - Medieval World - in Spanish with a focus on writing in the past tense, use of primary sources and complex paragraph development
- 8th Grade Social Studies Curriculum - US History - in Spanish with a focus on writing and literacy development through primary sources

**Spanish Literacy**

- 8th grade - Development of Spanish past, future, and conditional tenses. Novel study: “Cuando era puertorriqueña” by Esmeralda Santiago
- All levels STAMP tested at end of year
Program Goals High School

9th-12th Grade Target Language Goals:
- Students can write a thesis statement and informative essay using proper grammar, variety of vocabulary, and evidence from a variety of sources
- Students can write an argumentative essay using references and appropriate grammar
- Students can engage in a high level academic conversation or debate with their peers
- Students can read and comprehend the central ideas and details of grade level nonfiction and fiction texts
- Students can listen to and comprehend a variety of audio selections with different accents and contexts and then offer a summary of what was talked about with supporting details
- Students can participate in spontaneous conversations regarding both academic and non academic topics using mostly correct grammar and appropriate vocabulary
High School level classes to look forward to...

The Spanish language path for the SI students will be as follows:

- **Grade 9**: SI Spanish 4. Same curriculum and textbook as the regular Spanish 4 classes, but adapted and modified to serve the needs of the SI students. Option to earn dual credit for Spanish 201, 202 and 203 at Clackamas Community College.
- **Grade 10**: AP Spanish Language and Culture. (SI Spanish language program dovetails with College Readiness Pathway at this point).
- **Grade 11**: PSU Challenge Course (Civilizations and Cultures of Spain and Latin America). This will be a 300 level PSU Challenge Course taught at Lakeridge HS with dual credit available at PSU.
- **Grade 12**: AP Spanish Literature
- In addition, incoming 9th graders will be in a SI History course.
- Obtain Seal of Biliteracy
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