

Dual Language 101

LESC Conversation

6/26/19



dlenm.org

- **Mission:** To develop, support, and advocate for high-quality dual language enriched education in New Mexico and beyond
- **DLeNM Strategic Plan:**
 - Advocate for Dual Language Programs
 - Build Instructional Capacity for DL Education
 - Develop DLeNM Evaluation Framework
 - Support the advancement of DL Education Research



Session Outcomes

1. Develop common understandings around dual language education (DLE).
2. Understand why DLE can turn an achievement gap into an achievement opportunity for ALL students, including EL and NA Students.



It's all about language

How long does it take to acquire a 2nd language?

Implications

Basic Conversational Language

- 1-3 yrs.

- ELLs cannot wait to learn academic content until they're proficient in English

Academic Language

- 5-7 yrs. under ideal circumstances
- 8-10 on average

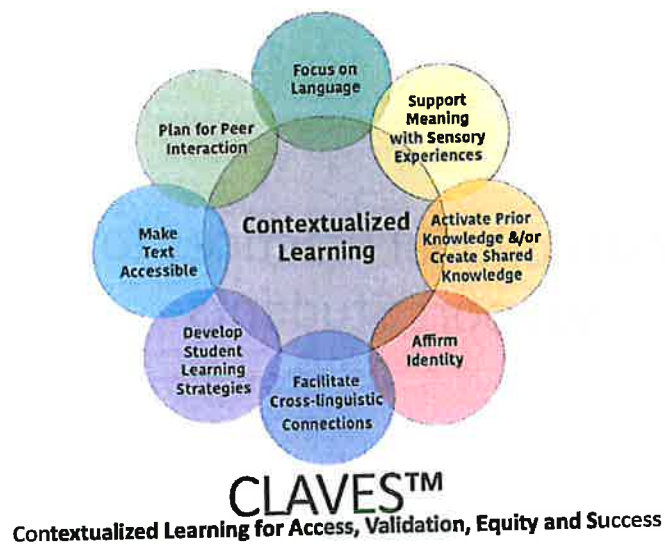
- ELLs must make 1.5 year's progress in 1 year's time every school year to catch up by 8th grade

*****If you never gain academic language proficiency in your native language, you have very little chance of gaining it in your second language.***

Grade	Age Equivalent Proficiency	
	Native Speaker	2 nd Language Learner
Kinder	5 yrs.	0
1 st	6 yrs.	1.5 yrs.
2 nd	7 yrs.	3.0 yrs.
3 rd	8 yrs.	4.5 yrs.
4 th	9 yrs.	6.0 yrs.
5 th	10 yrs.	7.5 yrs.
6 th	11 yrs.	9.0 yrs.
7 th	12 yrs.	11.5 yrs.
8 th	13 yrs.	13 yrs.

Instructional Practices to
Support Students

- OCDE Project GLAD®
- Literacy Squared®
- Sheltered Instruction Observation Protocol®
- Contextualized Learning for Access, Validation, Equity and Success (CLAVES™)
- Cognitive Academic Language Learning Approach (CALLA)
- Specially Designed Academic Instruction in English (SDAIE)





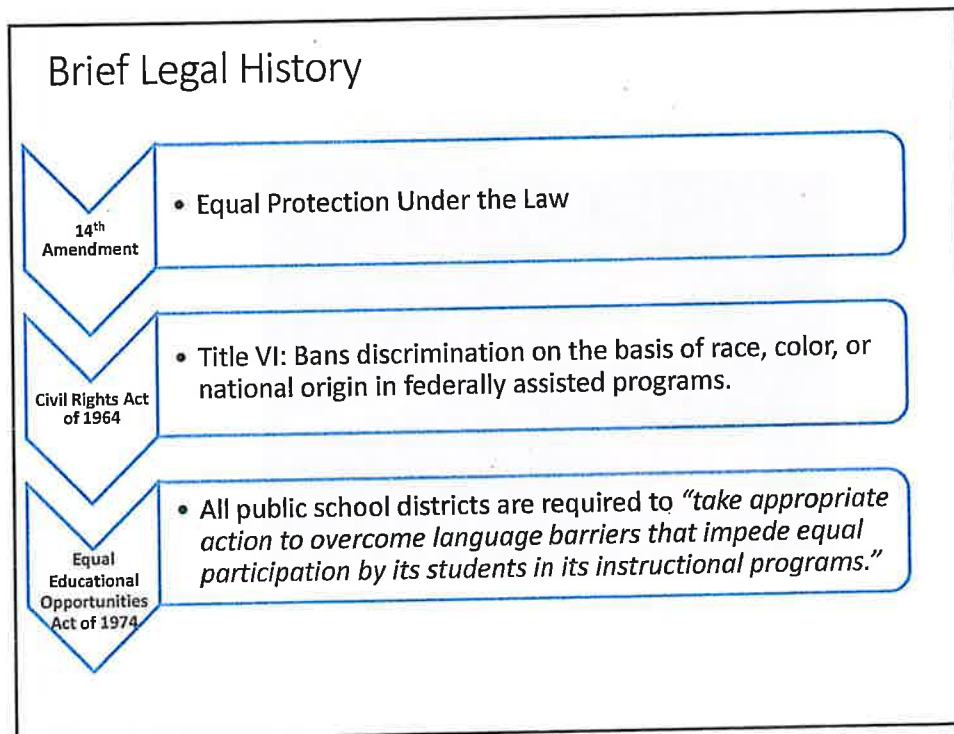
- 1) Focus on language
- 2) Plan for peer interaction
- 3) Support meaning with sensory experiences
- 4) Activate prior knowledge and/or create shared knowledge
- 5) Make text accessible
- 6) Developing student learning strategies
- 7) Facilitate cross-linguistic connections
- 8) Affirm identity

Soleado-Fall 2014, Sheltering Instruction Revisited: Ensuring Access to Language, Content, and Community

Our Legal Obligation



Providing equal access to content and language



Key Court Cases

Lau v.
Nichols
(1974)

- *"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education...Imposition of a requirement that, before a child can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education."*

Castaneda v
Pickard
(1981)

- OCR Guidelines, established that ELL programs must be:
- 1. Based on sound educational theory recognized by experts in the field.
- 2. Implemented effectively, with adequate resources and personnel.
- 3. Evaluated and found effective in both the teaching of language (English and the students' first language if the program is bilingual) and in access to the full curriculum.

Plyler v Doe
(1982)

- Public schools are prohibited from:
- 1. Denying undocumented students admission to school.
- 2. Requiring students or parents to disclose or document their immigration status.
- 3. Requiring social security numbers of students

What's the verdict?

Federal EL Requirements Boil down to providing:

- English Language Development
- Equal Access to Grade Level Academic Content



NM Law

- **New Mexico Bilingual Multicultural Education Act 2004**

“the state's bilingual multicultural education program goals are for all students, including English language learners, to:

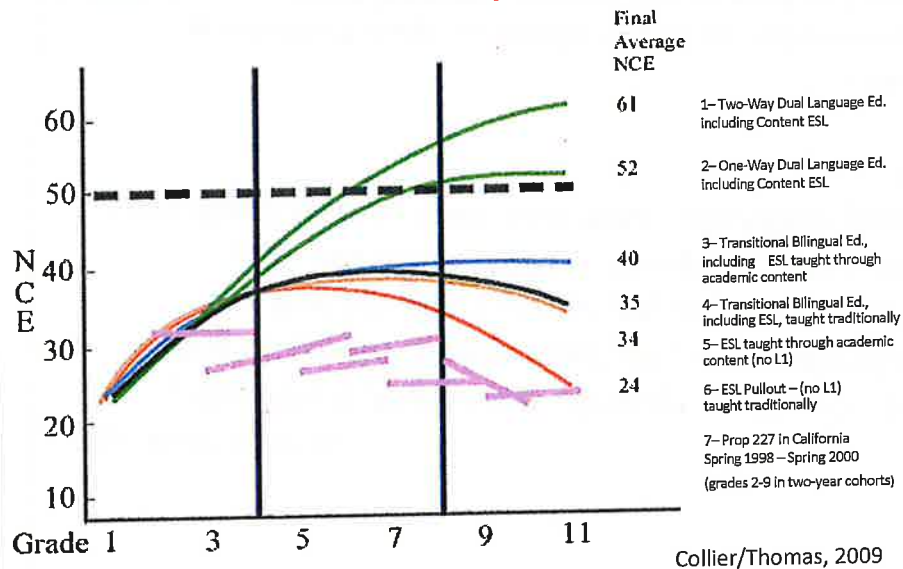
- (1) become bilingual and biliterate in English and a second language, including Spanish, a Native American language, where a written form exists and there is tribal approval, or another language; and*
- (2) meet state academic content standards and benchmarks in all subject areas;”*

Research



Making a case for Dual Language Education

What the research says - The Graph



What does the research say?

- Providing more hours of English does NOT result in higher English achievement
- Little Spanish and mostly English can lead to lower Spanish AND English achievement
- Providing dual language program instruction leads to higher English AND Spanish achievement
- Social class is still a factor – students on free lunch scored lower than students not on free lunch

Two-Way Immersion Education: Testing & Accountability (Lindholm-Leary, 2002)

“One can essentially predict the long-term achievement of an ELL based on their program in Kinder”

And...

“Dual language programs are the only programs that assist students to fully reach the 50th percentile in both their first and second languages in all subjects and to maintain that level or higher through the end of schooling.”

-Thomas & Collier, 2002

Indigenous Lens

- When a school values and utilizes students' Native language in the curriculum, there is **increased** student self-esteem, **less** anxiety, and greater self-efficacy. (Hakuta 2001)
- Most intriguing about the Native and Indigenous language immersion models is the **clear and positive connection** between Native and Indigenous language and culture with educational achievement.



Benham, Maenette K. P. and Mann, Henrietta. "Culture and Language Matters: Defining, Implementing, and Evaluating." Benham and Stein (Ed.). The Renaissance of American Indian Higher Education: Capturing the Dream. Lawrence Erlbaum Associates: London. 2003. Pp. 177.

Language Learning for Indigenous Communities

- Language learning for Indigenous communities is different – revitalization to produce speakers vs. using Indigenous language for academic content
- Is there a place for (y)our language in the school, home, and community contexts?
- Can (y)our language be used to teach academic/school content?

Turn and Talk

- What are the challenges facing communities (i.e. tribal) who do not use their language in an academic context?

2 minutes each person



Turn and Talk

- What challenges face schools that wish to teach the community language but not use it to deliver academic content?

2 minutes each person



Language Learning for Indigenous Communities

“To not speak your language is a form of trauma – unresolved trauma.”

(Dr. Larry Emerson, 2016 La Cosecha Conference Workshop Session: Indigenous Language Revitalization: Engaging Confluences, Conflicts & Contradictions: Where do we go from here?. November 10, 2016)

Comments from a language learner:

Challenge: “Not being able to *communicate well* with fluent speakers or with those who understand Navajo only...”

Reflection: “makes you *feel* bad because you’re not able to speak.”

Language Learning for Indigenous Communities

- Schools supporting the community narrative for cultural and linguistic expectations
- Assets and resources are within the community
- School leadership defending the community mandate – NOT federal or state mandates
- Trust and believe in the local language/knowledge

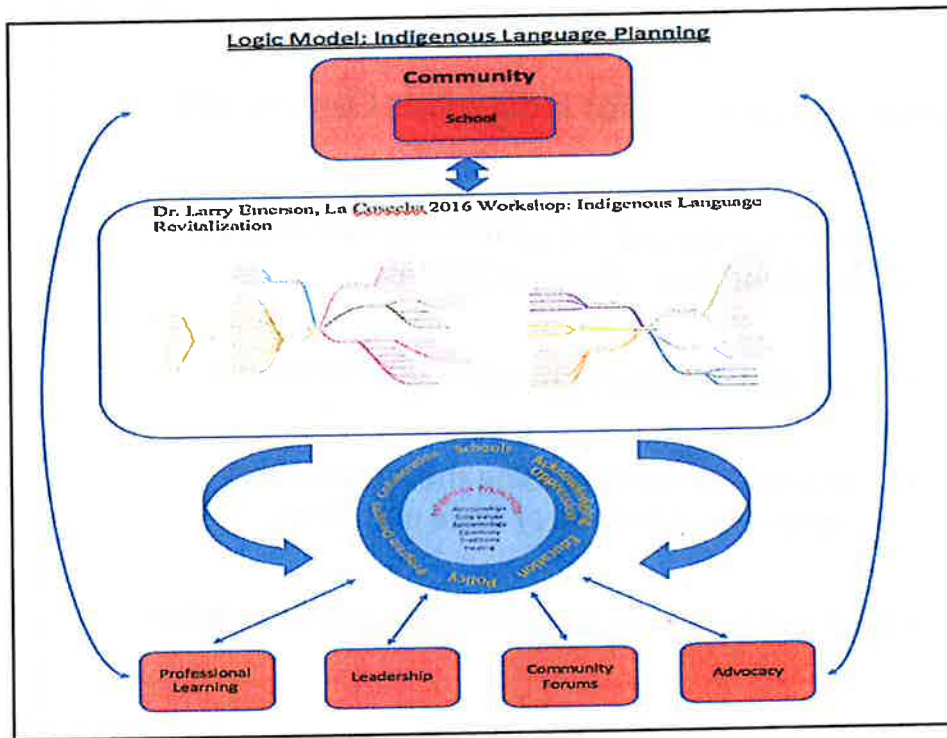
Language Learning for Indigenous Communities

Language revitalization is a decolonizing process.

*(Dr. Vincent Werito, 2016 Keynote Presentation,
New Mexico Association for Bilingual Education Conference, April 25, 2016)*

In some Native American traditions – the lessons of the three generations past provide a vision for three generations forward – with the current (4th) generation positioned between them and poised to act.

(McCarty, Teresa, pg 183, Language Planning and Policy in Native America, 2013)



Dual Language 101



Having a research foundation for a program is important!

- **Know** the research that supports your design and implementation practices.
- Highline Public Schools Dual Language Program Guide
 - “Students with IEPs are welcomed into Dual Language schools. A strong base of research points to the value of learning in two languages for all students, including students with exceptional abilities.”
 - “In Highline we hold a multilingual perspective towards biliteracy instruction. [Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing.]

English Only Programs

Pull-out ESL (the most costly program)

- *Students are pulled out of their regular classroom for a period of the day for direct-instruction in English*

Content-ESL

- *Instruction designed to promote the acquisition of English using content area*

English Submersion

- *Goal is for ELL students to learn English as quickly as possible and English is the only medium of instruction*

Content adapted from: "Dual Language 101," Dual Language Education of New Mexico.

Transitional Bilingual Programs

Transitional (Early Exit)

- Native language instruction for native Spanish speakers for 1-3 years to help transition to all English instruction. Includes L1 LA and content.

Maintenance Bilingual (Late Exit)

- Native language instruction for 3-5 years to maintain native students' language while acquiring English proficiency. Includes L1 LA and content.

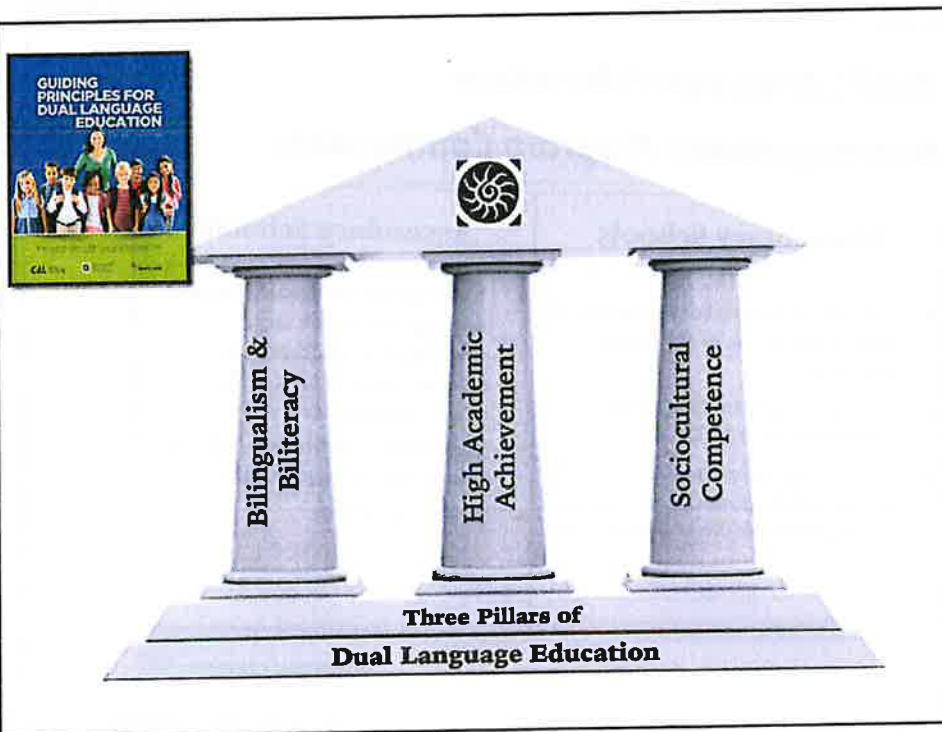
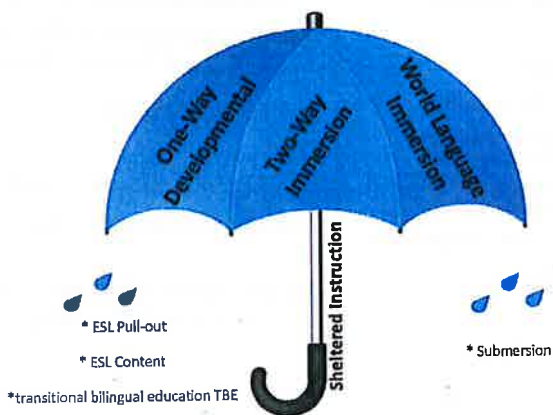
Content adapted from: "Dual Language 101." Dual Language Education of New Mexico.

Types of Dual Language Programs



Wilma Valero: U-46 Community Schools, Elgin, IL

Dual Language Umbrella



Dual Language Program Goals

Elementary Level

All students will.....

- Be at or above grade level
- Become bilingual & bi-literate by
 - Developing high levels of academic proficiency in their first language
 - Developing high levels of academic proficiency in a second language
- Demonstrate sociocultural competence

-DLeNM

Secondary Level

- Attain high academic abilities in both English and the target language
- Become fully bilingual and bi-literate
- Develop multicultural competence
- Promote student leadership
- ❖ Prepare students for global careers and global citizenship

-Ysleta ISD

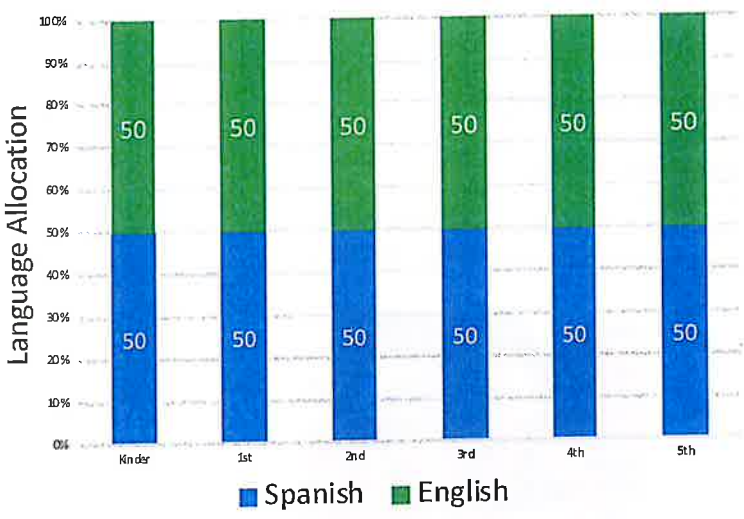
Dual Language Education

Non-negotiable Program Components

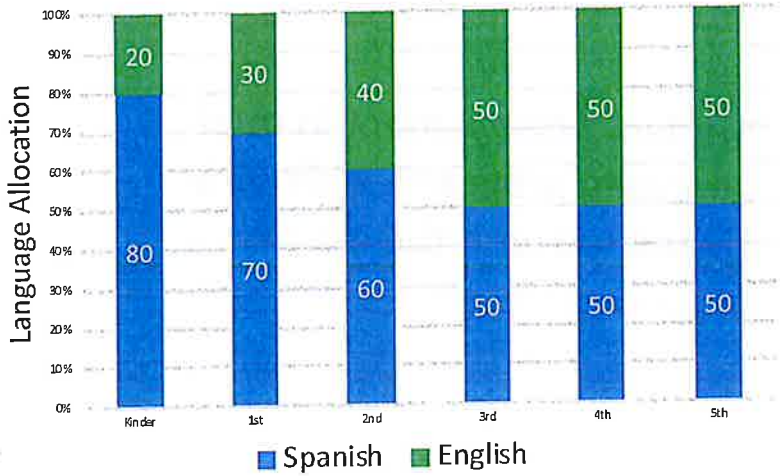
Elementary Schools	Secondary Schools
<ul style="list-style-type: none"> • A minimum of 50% to a maximum of 90% of instruction in the target language • Separate spaces for languages instruction (no translation) • K-12th grade commitment (min. of K-5 if the district does not yet have DL at the feeder middle or high school) 	<ul style="list-style-type: none"> • Required (at a minimum) to take language arts in the target language AND another core content course taught in the target language each year • Separation of instruction-100% of class taught in target language • K-12 commitment

DLeNM (Sandy-Sanchez) - 2007

50:50 Dual Language Program



80:20 Dual Language Program (Variation of 90:10)



A Day in the Life of a DL Student (handout)

- Read and annotate examples of
 - Student Engagement
 - Affirming Student Identity
 - Peer Interaction
 - High expectations in meeting standards in English
 - High expectations in meeting standards in Spanish



Student achievement in dual language programs is directly correlated with the *quality of implementation*.

Thank You



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La Cosecha Dual Language Conference
 November 13 - 16, 2019
 Albuquerque Convention Center • Albuquerque, NM



Conference Overview

La Cosecha is the largest dual language conference in the country and in 2018 had 3,009 total participants representing 39 states, Washington, DC, 19 Sovereign Tribal Nations and 9 countries.

La Cosecha 2019 will bring together educators, parents, researchers and practitioners supporting dual language enrichment programs from across the U.S. La Cosecha Conference offers you the unique opportunity to share best practices and resources, current theory and practice, build networks, and fuel our community's efforts to build a better future for our children as we "harvest" the best of our multilingual and multicultural communities.

Shouldn't you be here too?

[Register Now](#)

La Cosecha 2019
 Albuquerque Convention Center
 401 2nd St NW
 Albuquerque, NM 87102

Questions?
 Contact us via email at info@dlenm.org
 or call (505)243-0648.

Dual Language Education of New Mexico (DLeNM)

Mission: To develop, support, and advocate for high-quality dual language enriched education in New Mexico and beyond

DLeNM Strategic Plan:

- Advocate for Dual Language Programs
- Build Instructional Capacity for DL Education
- Develop DLeNM Evaluation Framework
- Support the advancement of DL Education Research

DLeNM works with lower socioeconomic communities in New Mexico that struggle to close the achievement gap while developing the linguistic and sociocultural capital of their communities.

In 1995, the New Mexico Department of Education funded five pilot dual language programs. In 1996, teachers from Dolores Gonzales Elementary School in Albuquerque, New Mexico, organized the first La Cosecha Dual Language Conference. As the increase in demand for dual language collaborations around best practices and strategies grew, the vision of Dual Language Education of New Mexico was born. DLeNM was officially incorporated in 2001 as an educational non-profit organization.

Below is a list of the Professional Development services and programs DLeNM provides:

CLAVES™

Contextualized Learning for Access, Validation, Equity and Success (CLAVES™) is a sheltered instruction framework that provides educational stakeholders with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction in schools that serve culturally and linguistically diverse (CLD) students, with specific emphasis on English Learners (ELs).

AIM4S3™

Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S3) is a framework of instructional components that shelter mathematics content to make it comprehensible and accessible to all students, with a specific focus on English learners (ELs) and academic language learners (ALLs). This model provides the strategies to allow students to own the language, to be able to access the knowledge, and to be fluent in demonstrating their understanding. It also deepens teachers' mathematical understanding and curricular knowledge.

Project GLAD® Workshops and Training

Project GLAD® is a model of professional development dedicated to building academic language and literacy for all students, especially second language learners. The Guided Language Academic Design model enhances teachers' design and delivery of standards-based instruction through an approach that integrates the development of content knowledge and skills with the acquisition of academic language.

Literacy Squared®

Literacy Squared® is a comprehensive biliteracy program that has been designed to accelerate the development of biliteracy in Spanish-English speaking children attending schools in the U.S. The Literacy Squared model is both research-based and research-tested. Its conceptual framework draws on research positing that a dire need exists for a new theory about literacy instruction for bilingual children (Bernhardt, 2003; Grant & Wong, 2003), and that second language literacy acquisition is greatly enhanced if learners are literate in their first language (August & Shanahan, 2006).

Leadership Support Module Offerings:

New and Novice Programs

Program Readiness Site Evaluation Visit
La Siembra™ Program Planning Retreat
Sustainability Follow-Up Training

Existing and Veteran Programs

Program Effectiveness Site Evaluation Visit
El Enriquecer™ Program Planning Retreat
Sustainability Follow-Up Training

Student Leadership Institute

Bringing together linguistically and culturally diverse students to focus on issues of identity, leadership, and the development of asset-based perspectives related to their diverse backgrounds.

Center for the Education and Study of Diverse Populations (CESDP)

Mission

At CESDP we:

- assist communities to improve the quality of education for students, families, educators and community members;
- nurture partnerships with other like-minded organizations, schools/districts throughout the region, and our own state educational agency; and
- provide sustainable professional learning, leadership, and advocacy in support of parents/families, pre-service/in-service teachers, and administrators.

CESDP was established by the New Mexico Legislature in 1993, under the auspices of New Mexico Highlands University, to provide technical assistance, distribute research findings, offer resources, and promote quality in public educational systems.

Below is a list of the services and programs CESDP provides:

Resources to Support the Framework for Family-school Partnerships in New Mexico

Toolkit for New Mexico School Communities: Family, School, and Community Partnerships, a collaborative project of the New Mexico Public Education Department (NMPED) and the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University. This toolkit is designed to support sustainable family engagement initiatives that build capacity among educators and families to partner with one another around student success.

<https://nmengaged.com>

Annual Back to School Family and Youth Leadership Institute

25 years of supporting students and families to develop and express a self-advocacy voice in relation to teaching, learning, and service leadership in our schools and communities.

GEAR UP/ ENLACE Collaborative, Northern New Mexico & Statewide ENLACE, and EBS Youth Entrepreneurship Project

The comprehensive goals of CESDP's youth programming are to increase student retention and success, enhance students' career awareness and college readiness, create a cohort of student leaders, provide relevant and targeted professional development for educators, and provide support for parents as essential partners in education.

Ben Lujan Leadership and Public Policy Institute

Authorized and funded by the NM State Legislature in 2006, the mission of the institute is to bridge the gap between academic scholarship and public policy development through its services to the public and private sector and its independent research agenda. The institute provides services such as public policy research, educational leadership development, and outreach to many state and local organizations, schools, and communities in New Mexico.

MA Program in Educational Leadership at New Mexico Highlands University

The Ben Lujan Leadership Fellows program at New Mexico Highlands University prepares participants to be leaders in all levels of educational organizations. Participants take courses in selected subjects, such as school reform, systems thinking, instructional leadership and educational vision with an emphasis on cultural competence as it relates to the unique needs of New Mexico school communities.

National Professional Development Grant (USDE)

CESDP has received funding continuously since 2001 to provide programs of study leading to undergraduate degrees or MA degrees from NM Highlands University. The current program, 2+2 Teacher Career Ladder Program, awarded in 2016, provides tuition for 30 ESL paraprofessionals, teaching assistants who work with students, in the Santa Fe and Española school districts to earn their associate degree and complete their bachelor's degrees in education with an ESL endorsement.

Summer Internships

NMHU students and ENLACE high school students can apply for support to participate in meaningful summer internship projects that contribute to communities and assist students in developing professional experience.

Legislative Internships

Every year, ten ENLACE students from high schools across NM serve as youth interns during one week of the NM Legislature Session.



Fall 2014

Sheltered Instruction Revisited: Ensuring Access to Language, Content, and Community

by Ruth Kriteaman and Edward Tabet-Cubero—Dual Language Education of New Mexico

In the early 2000s, several local Albuquerque Public School ESL teachers got together to systematize the teaching strategies needed to support English learners in acquiring academic language skills as they access content area knowledge and skills. After studying the large quantity of information on sheltered instruction, five components were identified that we believed were key to learning in a second language. Since that time, the educational landscape has changed in very significant ways. For teachers, the move to Common Core State Standards, the adoption of English language development standards, and the aligned accountability systems that have



Simple interactive strategies such as "read, pair, share" provide opportunities for students to negotiate meaning.

been developed have brought significant changes. Students are bringing a greater diversity in the languages, the experiences, and the strengths they bring to school. Teaching and learning have responded to this changed landscape, as has our notion of sheltered instruction.

Sheltered instruction was first envisioned as an approach used by content area teachers to better serve the needs of English language learning students with a relatively strong grasp of oral skills but lacking in reading and writing abilities. Students would

be enrolled in ESL classes where the focus was on developing the four domains of language development—listening, speaking, reading and writing. They would also be enrolled

in required content area classes—science, mathematics, social studies/history—where the challenge was providing access to students with differing English language proficiency while maintaining the adherence to appropriate content standards and rigor.

Many content area teachers stuck by the belief that good teaching is good teaching and that the strategies and approaches they had used to great success in prior years and with other diverse groups of students would yield the same positive results. But, the continued achievement gap among linguistically and culturally diverse students and their English-speaking counterparts point to a very different reality. Despite our growing awareness of the presence of English language learners, their experience as learners of both content and language is significantly less successful than their English-speaking peers.

Language learners have very specific needs that are not shared by others. Like all students, they have the shared challenge of learning specific content and the thinking and doing skills related to that content. They must also learn the language that allows them

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Inside this issue...

- ▣ Continuous Feedback: Elevating Instruction and Empowering Students...
- ▣ El baile del lenguaje en la educación bilingüe
- ▣ Evaluation of Instruction: Applying the Eight Components of Sheltered Instruction...
- ▣ Who am I? The Ongoing Discovery of My Evolving Teacher Identity





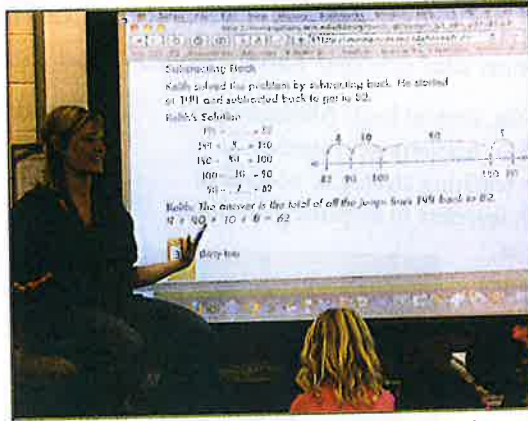
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access to the content and the ability to articulate what they are thinking and what they can do. These skills are multidimensional and complex and require that the students have meaningful interactions with the learning materials, as well as with their teachers and fellow students.

They need to hear how the teacher explains the content and the way their English proficient peers talk about it—the questions they ask to further their knowledge and the way they negotiate their use of language and thought to commit their ideas to paper. Language learners are, in fact, establishing a mental grammar: an understanding of how English is used, the structure that allows for clear communication of thoughts, and the vocabulary that explicitly and succinctly conveys ideas. Students need the opportunity to be exposed to that language, but, more importantly, to own it by practicing and using it. It's a huge task and requires very specific support from teachers and classmates to be successful. Sheltered instruction is not just good teaching, but teaching that provides the students with the specific supports necessary for successful content learning and literacy.

Dual Language Education of New Mexico has used information and knowledge from our work with various programs around the country serving emerging bilingual communities to add to the five original components of sheltered instruction. The eight resulting components are important in supporting language learners as they work toward their goal of learning to learn in a second language. These components are described below.

1. **Focus on language**—Every lesson provides an opportunity and a need to teach students the academic language skills (beyond vocabulary lists) that they need in order to (1) comprehend content lessons and (2) communicate (speaking/writing) what they know and are able to do. This focus on language should include listening, speaking, reading, and writing, as well as language structures, functions, semantics, etc. (Snow and Wong Fillmore, 2002).



Smart Boards provide students and teachers with a common focal point for authentic context.

2. **Plan for peer interaction**—Language learning is an interactive process. Therefore, teachers must be adept at setting up instructional structures that facilitate students' use of the target language, including risk taking and negotiation of meaning, with the teacher providing for language input and output in an environment that reduces anxiety.

3. Support Meaning with Sensory Experiences—Key to second language learners' comprehension is the use of language in authentic contexts. Providing real objects and images and using interactive technology to support meaning for students can create the authentic context necessary to comprehend and use language appropriately.

4. Activate prior knowledge and/or create shared knowledge—Although the

research is clear that tapping students' prior knowledge when introducing a concept is beneficial to all students, it is essential for students learning content in their second language. In order for ELLs to comprehend not only the concept but the language of instruction, teachers must connect new learning to students' prior knowledge, and those connections must be culturally relevant in order for the students to benefit (Echeverria, Vogt, & Short, 2004).

5. **Make text accessible**—In order for second language learners to comprehend and utilize text, teachers must make a variety of modifications. Planning these modifications requires an understanding of text complexity, second language acquisition, and the language proficiency levels of their students.
6. **Develop student-learning strategies**—While it takes a minimum of 5 to 7 years to gain academic proficiency in a second language, ELLs do not have the luxury of waiting to learn academic content until they have mastered English. Therefore, it is critical that teachers provide ELLs direct and explicit instruction in strategies to comprehend and communicate effectively while they are acquiring English (Chamot & O'Mally, 1994). For example, when students practice such strategies as using contextual clues to infer meaning from text within the framework of a content lesson, the strategy is more easily retrieved and applied when needed.

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7. **Facilitate Cross-linguistic Connections**—Second language learners bring with them a breadth of background knowledge and conceptual understanding in their native language. It is essential that teachers of ELLs identify and build upon the linguistic assets of their students, helping them develop strategies to bridge what they know in one language to the other language (Beeman & Urow, 2012).
8. **Affirm identity**—ELLs face many challenges within the U.S. school context, including being viewed from a deficit perspective. Paramount to their academic success is a strong sense of identity built upon their linguistic and cultural assets (Nieto, 1996). Teachers play a key role in affirming students' positive identity development through the way they design their instruction and the attitudes with which they interact with their students.

Understanding what sheltering is and using the strategies consistently and deeply requires a great deal of practice! Just as students need regular practice and use to own the language, teachers need a deepening understanding of what sheltering strategies look and sound like in their context *and* the opportunity to apply them. To that end, the next four issues of

Soleado will include articles that delve deeper into the *Eight Components of Sheltered Instruction*—explaining them further and providing examples. Stay tuned!

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A Day in the Life of a Dual Language 5th Grader

Good morning! I am Yadira Espino, a 5th grade student at San Miguel Elementary School. I have two teachers. Ms. Barrera is the teacher who teaches me in English and Señora De La Torre teaches me in Spanish. I start the day with Ms. Barrera and then go to Señora De La Torre after lunch. The other 5th grade dual language class starts the day with Señora De La Torre and comes to Ms. Barrera's class after lunch. She greets each of us when we enter the classroom. First, Ms. B takes attendance and reviews our schedule and Learning Targets for the day. She pulls name sticks for 3 students to share any "Good News" with the class. My stick gets pulled and I tell the class all about how my baby sister took her first step last night! Next Ms. B calls us to the carpet to continue teaching us about a Growth Mindset and a Fixed Mindset. She passes out different word cards and photos and asks us to review the "Two Mindsets" chart that she created with us yesterday and think about where our word cards or photos may go. After a minute, she tells us to turn and talk to our partner about where we think our word cards or photos may go. I got a photo of a man with his fingers in his ears. I think it goes under Fixed Mindset in the category of "Criticism – Ignores useful negative feedback." My friend Brisa agrees with me. She has a picture of a rock climber climbing upside down! We are not sure where that goes. She thinks that maybe it goes under Growth Mindset in the category of "Challenges – persists in the face of setbacks." Ms. B raises her hand and gives us the "Zero Noise Signal" and we all turn toward her. She then starts to review the chart and as she does, different students get up to add their word card or photo to the chart where they think it goes. Ms. B stops a couple of times and asks us questions for us to turn and talk about. After she is done she gives us a Learning Log to work on at our desks but she keeps Jose, Daisy and Amalia at the chart and asks them different questions.

Now it is time for Writing Workshop. We are working on writing realistic fiction stories. I am writing all about a girl who has a baby sister that makes messes all the time! Ms. B is working on a story about a girl who goes to a new school and doesn't have any friends. She shows us how she is trying out different ways to start her story. She shows us how she could start it using dialogue, talking about where and when the story took place, introducing a character, using action, or making an interesting comment. She then has us go back to our seats and try out some of those same ways to start our stories. While everyone is writing, she calls Omar, Alvaro and Diana to the back table to help them with their stories. After we work for about 20 minutes, she draws three students name sticks and they get to sit in the author's chair and share the different ways they tried starting their stories.

Next it is time for math games. Each of us have specific partners that we play specific math games with. Some of our games are the same but with different numbers. I am working with Marianna on the game "Make 1000". We roll four dice and see how close we can get to making an addition or subtraction equation that equals 1000. Ms. B walks around the class and asks us questions as we play our math games.

Now it is time for specials. Today we get to go to music! I love music because we have a teacher from Puerto Rico teaching us this year! We are learning a song called "La Bamba" by Richie Valens. She tells us that "La Bamba" is the only song in a language other than English

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that is on a list of the *500 Greatest Songs of All Time*! It is kind of embarrassing to sing aloud sometime but we all like the song a lot.

After specials we go to lunch and then Señora De La Torre picks us up. We start with a math lesson on the Promethean Board. In math we are learning about place value with decimals. Señora De La Torre shows us how to use a place value chart and arrows to show how the value of digits change when you divide decimals by 100 or 1000. She uses the name sticks to have 3 different students come up to the Promethean Board and complete 3 problems, while we are all working on the same problems on our white boards. Then Señora De La Torre sends us back to

Then it is time for reading. We are reading a book called "Malala the Brave" about Malala Yousafzai. Today we are going to re-read the book in our teams and look for evidence of Malala having a growth mindset. We are going to annotate each of our individual texts and then make a poster as a team to show the evidence. Each of us has a different colored marker to write with and we have index cards with sentences to help us get started. I have to help Jennifer because she doesn't know Spanish that good. She talks to me in English but I use the cards to help her talk in Spanish. She helps me during English time sometime, so I don't mind helping her during Spanish time.

Tomorrow we are going to pretend we are Malala and write a speech about how she has a growth mindset. After that, each of us is going to get to research any important person that we want, just like we did Malala, and prove that the person we picked had a growth mindset. Then each of us will write a speech like we are the person we picked to research, dress up like that person and give the speech to the whole class! I think I am going to pick Amelia Earhart. I remember reading about her in 3rd grade. Daisy says she is going to pick Selena. I think it is because she wants to dress up like her! Miguel says he is going to pick the famous soccer player Oswaldo Sánchez. I can't wait to see who everyone picks and see and hear everyone's presentations!