

# Woodrow Wilson Elementary School

## An IB World School



Primary Years  
Programme

# Language Policy



(Adapted from Halliday 1985)

## Mission Statement

*At the Woodrow Wilson Elementary School we celebrate our diversity. Woodrow Wilson Elementary provides an environment that develops inquiring, knowledgeable and caring young people who work to create a better peaceful world. Woodrow Wilson is committed to providing high quality, challenging, international education that nurtures active, open-minded, reflective and balanced life-long learners. These learners will respect themselves and others, empowering them to be empathetic, competent leaders in a diverse, global society.*



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# Introduction to the Language Policy

The purpose of the Woodrow Wilson Elementary School's Language Policy is to provide an overview of the school's philosophy and procedures regarding language teaching and learning. This document summarizes our school's language profile and the supports for all students' language development in English and Portuguese. The content of this policy is informed by the language philosophy and expectations of the [FPS Bilingual Department](#) as well as the [International Baccalaureate Primary Years Programme \(IB PYP\)](#). The documents [From Principles into Practice: IB Learning and teaching Language in the PYP](#) and [FPS Bilingual Handbook 2018-2019](#) provide many of the guidelines for this Language Policy. The Language Policy will be reviewed annually by Woodrow Wilson's Instructional Leadership Team (ILT) and School Council and updated as needed.

## Language Philosophy:

### **FPS Language Philosophy:**

At Framingham Public Schools (FPS) we believe:

- Students' home, school, and community experiences influence their language development.
- Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
- Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
- Students learn language and culture through meaningful use and interaction.
- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
- Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

(adapted from [WIDA's Guiding Principles of Language Development](#))

### **FPS Bilingual Department Guiding Principles:**

1. Effective programs have equitable access and are based on both standards and current research.
2. Effective instruction meets the needs of culturally and linguistically diverse students.
3. Effective on-going family involvement is integral to student success.
4. Effective professional development improves teaching through the integration of language and content.

### **IB PYP Language Philosophy:**

“The Primary Years Programme (PYP) beliefs and values about language are embedded implicitly throughout the learner profile and explicitly through the attribute of ‘communicator,’ as well as in the IB’s approaches to learning. Through an IB education, PYP learning communities use language to build a better and more peaceful world... PYP students learn to communicate confidently and creatively in more than one language, and with awareness of the power of language to have an impact on others.

Through language, students:

- Express identity
- Develop international mindedness
- Become literate
- Become effective inquirers
- Communicate”

([From Principles into Practice: IB Learning and teaching Language in the PYP](#))



## **School Language Philosophy:**

At Woodrow Wilson we believe:

- Multilingualism, multiliteracy, and multiculturalism are assets.
- Language is an integral part of teaching and learning.
- Acquisition of language is a life-long process and is a key factor in developing self-identity, intrapersonal skills, and interpersonal skills.
- All teachers are language teachers and learners.
- All students should have the opportunity to learn and use more than one language to encourage the development of the IB Learner Profile attributes of being open-minded, a risk-taker, and a communicator.
- Home languages, cultures, and experiences are valuable learning tools.
- Language learning enhances global understanding and develops sociocultural competence.
- Translanguaging strategies help students make meaning of content and language across languages.
- Transdisciplinary, inquiry-based learning with differentiated language tools and strategies develops academic knowledge, language, and skills in meaningful ways.

## **School Language Profile:**

### **2019-2020 School Student Language Profile:**

Over 81% of our students have a home language other than English, including:

- 75% Portuguese
- 5.3% Spanish
- Other languages spoken by students and their families are:
  - Creole (Haitian)
  - French
  - Vietnamese
  - Arabic

18.6% of our students speak English at home and 67% of our students are considered English Learners (ELs).

### **2019-2020 Staff Language Profile:**

- 24 % of our staff have a home language other than English
- 98% of our staff speak English at home
- 24 % of our staff speak Portuguese
- 20 % of our staff speak Spanish
- Other languages spoken by staff are:
  - Russian, German, Farsi, French, Japanese, Mandarin, Italian, Hindi, Punjabi, and Urdu

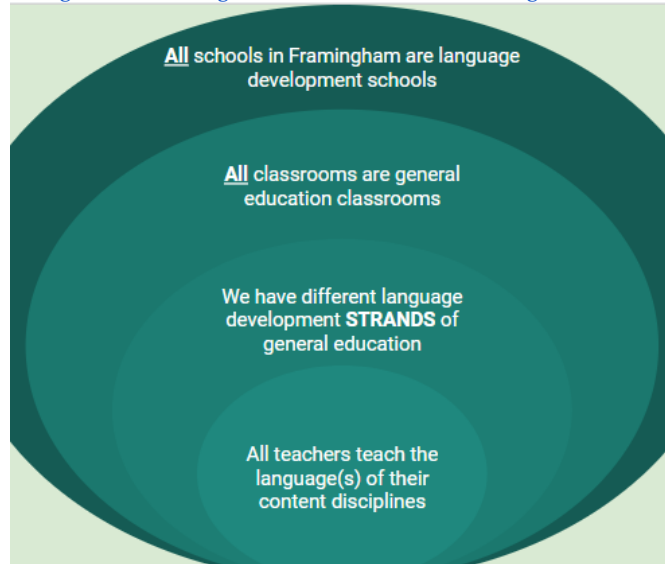


# Supporting Language Development

All students are developing English and Portuguese language and literacy skills while they attend Woodrow Wilson Elementary School- An IB World School. ALL classrooms are language development classrooms and ALL teachers are language teachers and learners. Through a balanced approach to literacy, ALL students develop their reading, writing, speaking, and listening skills in English and Portuguese.

## **ALL classrooms are general education & language development classrooms!**

Image from [Multilingual Learner Programs and Instruction in Framingham Public Schools](#)



## Supporting Native English Speaking Students to Develop & Maintain English & Develop Portuguese

### ● **General Education in a Sheltered English Immersion (SEI) classroom**

18.6% of our students speak English at home and their Native Language (L1) is English. Most Native English speakers receive instruction in English within a general education classroom that also provides SEI support to classmates who are English Learners (ELs) or Former English Learners (FELs). Native English speakers maintain their English language skills, continue to learn English literacy skills, and further develop grade-level, social and academic language

### ● **Portuguese World Language (PWL)**

When Woodrow Wilson Elementary School became an authorized IB PYP World School in 2015, the Portuguese World Language (PWL) class began for students K-5 in the SEI classrooms, including native English speakers. The PWL teacher developed curriculum to introduce Portuguese as a Partner Language (L2) for native English speakers to learn in addition to their native language. The PWL curriculum develops basic vocabulary and comprehension skills through engaging lessons that involve all of the language domains of speaking, listening, reading, and writing in Portuguese. The PWL curriculum teaches about the many Portuguese speaking countries around the world, primarily teaching Brazilian Portuguese to support the home language and culture of the majority of students at Woodrow Wilson Elementary School. PWL lessons often incorporate songs, cartoon characters, traditions, and other Brazilian cultural elements.



The PWL class used to be 30 minutes per week, but the 2019-2020 schedule increased PWL class to 55 minutes per week for K-5 SEI classes. The PWL class is continuously evolving to better promote and develop Portuguese language, literacy, and cultural appreciation.

## **Supporting Native Portuguese Speaking and Bilingual Students to Develop/Maintain English & Portuguese**

### **● Sheltered English Immersion (SEI)**

75% of our students speak Portuguese at home and their Native Language (L1) is Portuguese. 70% of our students are designated as EL (English Learners) and/or FEL (Former English Learners) for 4 years following their exit from EL status. For some of these students, English Language Development instruction occurs within the Sheltered English Immersion (SEI) classroom, which is taught in English using sheltering strategies and tools to make the content and academic vocabulary accessible to students of all English language levels of proficiency. There are two components of the teaching and learning in the SEI model: English Language Development (listening, comprehension, speaking, reading, and writing) and sheltered content instruction to meet grade-level academic standards.

### **● Transitional Bilingual Education (TBE)**

Woodrow Wilson Elementary School has offered the Transitional Bilingual Education (TBE) strand of education for over 20 years, but the TBE strand is in the process of transitioning into the Dual Language strand. TBE provides grade level content and literacy education in Portuguese for students at the beginning levels of English Language development. The goal of the TBE program is for native Portuguese speaking students to continue to work academically at grade level while they are learning English. As these students move to an intermediate level of English proficiency, they exit the TBE classroom and transition into a Sheltered English Immersion (SEI) classroom. As beneficial as TBE is for students, it is a subtractive model of bilingual education, the goal of which is English proficiency. Woodrow Wilson Elementary School is converting this model of bilingual education into an asset-based Dual Language model that will better align with the school's language philosophy that values multilingualism, multiliteracy, and multiculturalism.

At the start of the 2019-2020 school year, Woodrow Wilson Elementary School converted the TBE strand in Kindergarten and Grade 1 into a 50% Portuguese, 50% English Dual Language Education (DLE) strand. The TBE classroom became the Portuguese Dual Language class and one of the SEI classrooms became the English Dual Language class in Kindergarten and 1st grade. Grades 2-5 continue to have one classroom at each grade level as a TBE classroom during the 2019-2020 year. Grade 2 will convert the TBE classroom and one SEI classroom to DLE in the 2020-2021 school year and additional grades will be added each subsequent year. By the year 2023- 2024, all grade levels will implement DLE instead of TBE.

### **● English as a Second/Additional Language (ESL)**

Massachusetts guidelines require that students identified ELs receive English as a Second/Additional Language (ESL) instruction that is aligned to the [WIDA English Language Development Standards](#) and the [MA Curriculum Frameworks](#). There are specific regulations about the time dedicated to ESL instruction both in the co-taught classroom setting (in SEI, TBE, and DLE English) and in Foundational ESL stand-alone classes for students who are beginning to learn English in the SEI classes. ESL instruction is intended to develop ELs' social and academic language skills through systematic, explicit, and sustained language instruction. FPS developed an ESL Scope and Sequence using [The Collaboration Tool](#) to provide ESL and content teachers with an ESL curriculum guide. The FPS ESL Scope and Sequence was written to align to grade level science and social studies curriculum, so at Woodrow Wilson Elementary School it is adapted to align to the IB Units of Inquiry with collaboration and coteaching as a centerpiece. At the core of the ESL Scope and Sequence is the *Woodrow Wilson Language Policy, updated November 2019*



progression of Focus Language Goals (FLGs). FLGs are unit level language objectives that guide the daily language objectives and learning experiences within a unit. An IB Unit of Inquiry should have 2-3 of these FLGs, which determine the priorities for planning, instructing, and assessing English language knowledge and skills.

### ● **Portuguese Language Development (PLD)**

The Portuguese Language Development (PLD) class is a 55 minutes per week class for K-5 native Portuguese speaking and bilingual students to continue to develop their Portuguese language and literacy skills. The PWL teacher is also a PLD teacher planning and teaching this curriculum. Similar to the PWL class, the PLD class often incorporates Brazilian culture into the teaching and learning. The PLD class is also evolving to best meet the varied Portuguese language and literacy needs of the Portuguese-speaking students at Woodrow Wilson Elementary School.

### **Dual Language Education (DLE) to Develop/Maintain English & Portuguese**

Enrollment in FPS Dual Language Programs is open to every new kindergarten student and seats are filled through a lottery process. Approximately 48 students at each grade level participate/will participate in the DLE program at Woodrow Wilson Elementary School. Students in the DLE strand come from Portuguese speaking homes, English speaking homes, bilingual Portuguese & English homes, and homes that speak other languages. Plans are in place to allow these students to continue their Dual Language Education all the way through 12th grade and graduation.

The Woodrow Wilson Elementary School has a 50-50 DLE model, so students spend half of each day learning in English and half of each day learning in Portuguese. The program provides grade-level content, literacy, and language development in both languages. Students in Group A and Group B switch half-way through the school day between the Dual Language Portuguese and the Dual Language English neighboring classrooms. The schedule switches every two weeks with which groups are the morning or afternoon groups in each classroom.

The Woodrow Wilson Elementary School DLE program aims to reach high levels of academic achievement, to develop proficient language and literacy skills in Portuguese and English, and to encourage the IB Learner Profile attributes of being open-minded, a risk-taker, and a communicator.

### **Additional Support For Speakers Of Other Languages**

Native language tutors may be available for up to 19.5 hours/week to provide support and clarification for newcomer students in SEI classrooms who are speakers of languages other than English, Portuguese, or Spanish. These tutors are assigned by the FPS Bilingual Department upon enrollment and typically work with a student for their first year of schooling in the US.



# Language Teaching and Learning:

## **Culturally and Linguistically Responsive Teaching (CLRT):**

The Woodrow Wilson Elementary School’s mission statement guides our practice of Culturally and Linguistically Responsive Teaching (CLRT). CLRT is the foundation of planning and teaching for all students. CLRT is a pedagogy for using the cultural and language knowledge, prior experiences and performance styles of culturally and linguistically diverse students to promote student achievement and a sense of well-being about the student’s cultural place in the world. CLRT teaches students to know, respect and praise their own and each others’ cultural identity. This style of teaching regularly incorporates multicultural perspectives, resources, and materials. Social-emotional learning and building positive relationships in an inclusive environment is very important. It is also important to honor student agency, incorporating student voice, choice, and ownership into teaching and learning. Furthermore, CLRT builds meaningful relationships between home and school. At Woodrow Wilson Elementary School- An IB World School, CLRT empowers students and teachers to be internationally-minded and to demonstrate the attributes of the IB Learner Profile (Balanced, Caring, Communicator, Inquirer, Knowledgeable, Open-Minded, Principled, Reflective, Risk-Taker, Thinker).

## **Collaborative planning and co-teaching:**

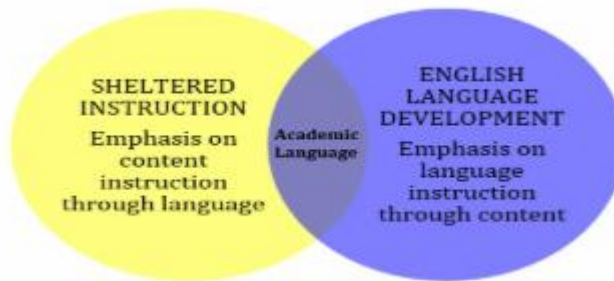
Language teaching and learning happens all day, every day, at Woodrow Wilson Elementary School in all classroom settings. Every teacher is a language teacher and also models life-long learning of language. Every student is a language learner in both English and Portuguese at various levels of language proficiency. Collaborative planning and co-teaching are essential for students to have full access to the content objectives while developing their academic language skills in either language of instruction.

One area of the [FPS Elementary Educator Expectations 2019-2020](#) says, “All educators will implement active co-teaching using the various models and provide instructional spaces for all the educators in the learning environment.” The [FPS OTL Co-teaching One Pager](#) describes the various models of co-teaching expected, including:

- One teach, one observe
- One teach one assist
- Parallel Teaching
- Station Teaching
- Alternate Teaching
- Team Teaching

### **Sheltered Content Instruction & ESL Instruction**

Image from [Multilingual Learner Programs and Instruction in Framingham Public Schools](#)



The role of the content teacher is to make the grade-level content standards and academic vocabulary [accessible to students of all language levels of proficiency](#), starting with identifying language objectives, [tiered vocabulary](#), and [sheltering strategies or tools](#). The role of the ESL teacher is to make connections to the content





and teach academic language using Focus Language Goals (FLGs) and language knowledge and skills benchmarks from the ESL Scope & Sequence to guide their instruction in the co-taught lessons.

## **Language access tools and strategies:**

As a key component of the MA Rethinking Equity and Teaching for English Language Learners (RETELL), all classroom teachers are required to have the [Sheltered English Immersion \(SEI\) Endorsement](#) to their MA teaching licensure. Therefore, all Woodrow Wilson School teachers have received SEI training and/or passed the SEI MTEL demonstrating an understanding of [how to provide language access tools and strategies to ELs](#). [The role of the Language Development Coach](#) is to support staff with effectively implementing resources, tools, and strategies to make sure that all students, no matter their language proficiency level, can interact with content in a meaningful way.

Teachers use a [variety of language access tools and strategies](#) to support language development in listening, speaking, reading and writing. The following strategies are some of the ways teachers shelter instruction for language learning throughout the curriculum daily:

### **Listening:**

- Model active listening strategies (i.e. making eye contact, smiling, nodding)
- Use visual objectives, agendas, and criteria for success
- Incorporate visual aides, such as diagrams, maps, pictures or videos, to help contextualize input and provide context clues to meaning
- Provide opportunities for students to share understanding, orally, in writing, and visually

### **Speaking:**

- Teach student how to use sentence starters/sentence frames, word banks, and anchor charts during conversations
- Introduce social and instructional conversation skills systematically and provide opportunities to practice
- Provide opportunities for students to share understanding, orally, in writing, and visually

### **Reading:**

Vocabulary:

- Pre-teach new vocabulary in content areas
- Teach vocabulary words in context
- Teach students how to create and use an individual “dictionary”/ “personal glossary”
- Provide a variety of opportunities for students to see, use and contextualize the vocabulary word

Comprehension:

- Preview comprehension questions before reading
- Teach students to reflect while reading (in writing)
- Use of audio books with texts to support reading comprehension

Reading Strategies:

- Implement interactive think aloud reading strategy with students to model strategy use
- Teach students how to create, complete and use their own graphic organizers while reading
- Teach use of context clues and marking up the text

### **Writing:**

- Set goals with student for increasing language complexity at the word level, sentence level and the discourse level and conference with student regularly to monitor progress
- Instruct students on how to use criteria for success, sentence frames, word banks, graphic organizers, dictionaries, and thesauruses.



- ❑ Train students to think-aloud while revising (Provide students with questions to consider)
- ❑ Teach self-editing skills

## Language Assessments:

All students at Woodrow Wilson Elementary School participate in a variety of summative and formative assessments to monitor the progress of their listening, speaking, reading, and writing skills in English and Portuguese. Refer to the [Woodrow Wilson Assessment Policy](#) for more information. The following chart lists state/national, district, and school assessments that measure English and Portuguese language and literacy skill development.

English Language & Literacy Assessments	Portuguese Language & Literacy Assessments
<ul style="list-style-type: none"> <li>● ELA MCAS</li> <li>● ACCESS for ELLs</li> <li>● ESL Writing Assessment</li> <li>● iReady Reading Diagnostic</li> <li>● Imagine Learning Language &amp; Literacy Diagnostic</li> <li>● Benchmark Reading Assessment (BAS)</li> <li>● End-of-Unit Reading Assessments</li> <li>● Writing samples</li> <li>● PYP Portfolio work samples</li> </ul>	<ul style="list-style-type: none"> <li>● District-created Portuguese Reading Assessment</li> <li>● OLA-F - Oral Language Assessment-FPS</li> <li>● End-of-Unit Reading Assessments</li> <li>● Writing samples</li> <li>● PYP Portfolio work samples</li> </ul>

## School-Based Language Assessment Team (SBLAT):

The SBLAT is a school-based bilingual/EL intervention, placement, and reclassification team that reviews relevant EL data and makes instructional and program decisions for each student. SBLAT meetings are the first step on the [Referral for Intervention form](#) and on the [OFFICIAL FPS ELSP Template](#) in order to analyze language assessment data as a team to determine how to best support the student’s language development in English and/or Portuguese. During SBLAT meetings, the team reviews the student’s academic progress and language skills in the domains of listening, speaking, reading, and writing based on current formative and summative assessments.

## English Learner Success Plans (ELSPs):

Woodrow Wilson Elementary School implements English Learner Success Plans (ELSPs) for ELs who do not meet their targeted score on the ACCESS test. In the 2019-2020 school year, Woodrow Wilson Elementary School has 370 ELs and 78 of the ELs are on ELSPs. ELSPs are a requirement of the 2017 [Look Act](#) that intends to give school districts more flexibility to choose language acquisition programs for ELs, while ensuring accountability for English language acquisition. The ELSP is an individualized legal document for ELs that is created by a team of educators with input from parents/guardians. The purpose of the ELSP is to develop and implement specific [ELSP goals](#) in listening, reading, writing and/or speaking as well as the action steps to provide students with additional support in order to meet their ACCESS target. ACCESS targets are benchmark WIDA scores for students to remain on track to attain English proficiency within six years. Students on ELSPs receive differentiated levels of support and monitoring based on their tiered distance from their ACCESS target. When monitoring progress on the [OFFICIAL FPS ELSP Template](#), there are four tiers of ELSPs that include SBLAT, ELSP, Progress Monitoring, and End-of-Year Review meetings; ELSPs at tier 3 and 4 have progress monitoring meetings more frequently than tier 1 and 2 ELSPs because they require increased levels of support to attain their ACCESS target.



## **Language Opportunity Coalition (LOC) Biliteracy Awards:**

Another component of the 2017 Look Act is the establishment of the State Seal of Biliteracy. 5th grade students at Woodrow Wilson School have the opportunity to earn Language Opportunity Coalition (LOC) Biliteracy Awards that demonstrate progress toward the 12th grade Seal of Biliteracy. The Seal of Biliteracy is an award that is given at High School graduation to recognize students who have achieved the eligibility criteria to demonstrate bilingualism and biliteracy. This accomplishment is recognized as an honor that will benefit students for college and career readiness. The LOC Biliteracy Awards are awarded in Framingham Public Schools at grades 5 and 8 for Participation, Attainment, or Achievement to recognize achieving benchmarks toward becoming bilingual and biliterate. The FPS eligibility criteria include writing an original statement of bilingualism in English and the Partner Language (Portuguese), completing 2 hours of community service, and achieving benchmark scores on the MCAS ELA, ACCESS for ELLs, and [STAMP language proficiency](#) tests. The LOC Biliteracy Awards encourage Woodrow Wilson students to be life-long language learners to better communicate in our multilingual, global society.

## **Family-School Communication:**

At Woodrow Wilson Elementary School we believe that it is important for staff to communicate and collaborate regularly with families to support students' academic, language, and social-emotional learning. FPS Translation and interpreting services as well as organizations such as the PTO, BPAC, and DLPAC help families to better understand and support their child's education.

### **Translation and interpreting:**

Many of our staff members speak Portuguese and are able to communicate to families in their home language. Translation and interpreting services are available to any staff members who need support communicating with families in Portuguese or any other language. The FPS Special Education Department manages the translation of Special Education documents and provides interpreters for Special Education meetings while the [FPS Translation Office](#) handles all other requests. The FPS Translation Office's mission is to provide effective translation and interpreting services to families whose primary language is not English in order to ensure access to all aspects of their children's education. Translation services are always available at conferences, PTO meetings, and school events.

The Translation Office coordinates the following services exclusively for parents:

1. Interpreting services for all languages, including American Sign Language (ASL)
2. Written translation services for the district's two major languages: Portuguese and Spanish
3. Oral translations of documents for other languages

### **Parent Teacher Organization (PTO):**

The Woodrow Wilson Elementary School's PTO has monthly meetings where translation, child care, and food are provided to families. The role of the PTO is to build our school community where families, students and teachers can connect, learn together, and help make Woodrow Wilson Elementary School an even better place. The PTO helps raise funds for our school through school events throughout the year that benefit all our students. With the support of our school's community partner, Jewish Family Services (JFS), we hold workshops throughout the year to support families in many ways including topics such as immigration rights, mental health care, language learning, and homework support.



## **FPS Bilingual Parent Advisory Council (BPAC):**

The purpose of the [BPAC](#) is to create a district-wide organization for families of English Learners (ELs) to have a voice in their children's education and to give feedback to the district. The Bilingual Education Department works with the BPAC to ensure that families are supported in matters pertaining to their children's education and in providing access to school-related events and activities. The BPAC meets regularly with school and district leaders to participate in the planning and development of programs designed to improve educational opportunities for ELs.

## **FPS Dual Language Parent/Family Advisory Council (DLPAC):**

The purpose of the [DLPAC](#) is to create a district-wide organization supported by the FPS Bilingual Department that ensures our Dual Language families have an organized voice and meaningful role as partners in their child's/children's education. In addition, the DLPAC seeks to strengthen social bonds, build community and serve as a safe forum for families to share their ideas, inspirations, initiatives and concerns. DLPAC also educates parents on dual language related topics such as: program design, language acquisition, helping with homework, biliteracy development, and assessment practices.

## **Home Visits:**

Strong home-school connections are essential to the success of all our students and it can be especially helpful to foster relationships with bilingual families. We have a Home Visit program available to train and compensate teacher pairs to visit homes of our students identified as English Learners.

## **How to support your child's education & language development:**

At Woodrow Wilson Elementary School, there are many ways that families can strengthen the home-school connection and encourage meaningful language learning, such as:

- Attend Open House Night, Student-Parent-Teacher conferences, and classroom events
- Support your child's daily homework completion
- Volunteer in the classroom or serve as chaperones for field trips
- Ask your child's teacher how you can share aspects of your home language and culture with the class
- Attend PTO, BPAC, and/or DLPAC meetings and school/district events
- Expose your child to authentic language and cultural experiences in English, Portuguese, and other languages/cultures
- Read with/to your child in your native language daily
- Ask your child about what they are learning in school and find ways to connect their learning in school with experiences at home
- Encourage your child to be "internationally-minded" and to demonstrate the attributes of the IB Learner Profile (Balanced, Caring, Communicator, Inquirer, Knowledgeable, Open-Minded, Principled, Reflective, Risk-Taker, Thinker)
- Recognize your child's effort and progress in learning another language
- Volunteer as a mentor to support 5th grade students in Portuguese or English with the annual IB PYP Exhibition project



# Language Learning Glossary

<b>Word/Acronym:</b>	<b>Definition:</b>
<b>Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS)</b>	A secure, state-mandate, large-scale English language proficiency assessment given annually to monitor students' progress in learning academic English
<b>Culturally and Linguistically Responsive Teaching (CLRT)</b>	A pedagogy for using the cultural and language knowledge, prior experiences and performance styles of culturally and linguistically diverse students to promote student achievement and a sense of well-being about the student's cultural place in the world
<b>Bilingual Parent Advisory Council (BPAC)</b>	A district-wide organization for families of English Learners (ELs) to have a voice in their children's education and to give feedback to the district
<b>Dual Language Education (DLE)</b>	An umbrella term that refers to additive language programs such as developmental bilingual, two-way immersion, heritage language immersion, and foreign language immersion
<b>Dual Language Parent/Family Advisory Council (DLPAC)</b>	A district-wide organization that ensures our Dual Language families have an organized voice and meaningful role as partners in their child's/children's education
<b>English Learner Success Plans (ELSPs)</b>	An individualized legal document with goals and action steps to provide additional support for ELs who did not meet their target score on the ACCESS test
<b>English (Language) Learners (ELLs or ELs)</b>	Students who speak a language other than English at home and are learning English
<b>English as a Second/Additional Language (ESL)</b>	Systematic, explicit, and sustained language instruction to develop ELs' social and academic language skills
<b>Focus Language Goals (FLGs)</b>	Unit level language objectives that guide the daily language objectives and learning experiences
<b>International Baccalaureate Primary Years Programme (IB PYP)</b>	An internationally-recognized, transdisciplinary curriculum framework designed for elementary school students that focuses on the development of the whole child as an inquirer
<b>Language Opportunity Coalition (LOC) Biliteracy Awards</b>	The LOC Biliteracy Awards are awarded in Framingham Public Schools at grades 5 and 8 for Participation, Attainment, or Achievement to recognize achieving benchmarks toward becoming bilingual and biliterate.
<b>Massachusetts Comprehensive Assessment System (MCAS)</b>	A standardized annual assessment aligned to the Massachusetts Curriculum Frameworks for all public school students in grades 3-12
<b>Native Language (L1)</b>	An individual's first and/or home language.
<b>Parent Teacher Organization (PTO)</b>	An organization in which parents and teachers work together to support the school



<b>Partner Language (L2)</b>	A language acquired in addition to the native language
<b>Portuguese Language Development (PLD)</b>	A weekly class at Woodrow Wilson School for K-5 native Portuguese speaking and bilingual students to continue to develop their Portuguese language and literacy skills
<b>Portuguese Learner (PL)</b>	Native English speakers who are learning Portuguese
<b>Portuguese World Language (PWL)</b>	A weekly class at Woodrow Wilson School for native English speakers K-5 to learn introductory Portuguese language and literacy skills
<b>Rethinking Equity and Teaching for English Language Learners (RETELL)</b>	A Massachusetts initiative to support the academic proficiency of ELs by requiring SEI training and licensure for teachers and administrators
<b>School-Based Language Assessment Team (SBLAT)</b>	A school-based bilingual/EL intervention, placement, and reclassification team that reviews relevant EL data and makes instructional and program decisions for each student
<b>Seal of Biliteracy</b>	An award that is given at High School graduation to recognize students who have achieved the eligibility criteria to demonstrate bilingualism and biliteracy
<b>Sheltered English Immersion (SEI)</b>	Teaching in English using sheltering strategies and tools to make the content and academic vocabulary accessible to students of all English language levels of proficiency
<b>Transitional Bilingual Education (TBE)</b>	A model of bilingual education in which instruction is in the students' native language (Portuguese) so that they can continue to work academically at grade level while they are learning English
<b>Translanguaging</b>	A flexible process in which students communicate and make meaning of content and language across languages