A.3 Program of Instruction

Arizona Language Preparatory teaches the Arizona State Standards through thematic units in three languages, Mandarin, Spanish, and English using a curriculum map and quarterly pacing guides. The thematic curriculum is developed around the science and social studies standards including math and language arts. The day is divided into three major content areas - Language Arts, Math and a thematic block integrating Science and Social Studies. During the thematic block each day, students will also use journals and non-fiction books to re-enforce the content area vocabulary in order to integrate reading and writing in all areas of the curriculum.

Research in regard to language acquisition has shown that language is “most efficiently learned when taught through content.” (Brinton, Snow and Wesche 1989; Richard-Amato 1996; Snow and Brinton 1997 in Freeman et. el. 2005 p.96) When teachers organize around themes, content is more comprehensible. This allows children an overall schema when they are able to identify what the topic is about. Then constant interconnecting is accomplished through the three languages by previewing the content in the first language, viewing it the second language, and reviewing it again in the third language. (Freeman et. El., 2005) Children need to have repeated exposure to academic content to fully understand and acquire it. Thematic teaching allows students to develop academic language and content knowledge in all languages facilitating transfer between languages. This allows students to acquire more than the basic knowledge of the language to communicate, but acquire the academic vocabulary needed to read and achieve on the AIMS and Stanford 10 standardized tests. These themes are organized utilizing the Common Core Standards. Teaching language through themes is more efficient, children learn language and at the same time they learn the important academic standards that they need. They become proficient in Common Core Standards in three languages.

Children will learn the academic subject areas through a natural context. The thematic units will be organized around big questions that help students develop generalizations instead of isolated facts. Students will learn through an Inquiry Based Learning Approach. This approach is based on a number of beliefs. "Tell me and I forget, show me and I remember, involve me and I understand." (Chinese Proverb) The first is that children learn by constructing knowledge through inquiry. The process of inquiring begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling. In our new technology-driven global world we have to teach students to seek appropriate resolutions to questions and issues, teach an “emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.” (see www.thirteen.org/edonline/concept2class/inquiry/index.html)

The traditional schools of the past have to be remodeled to teach students in a modern way, while keeping up with the evolution of knowledge, in order that the demands of the future economy are served. Through these inquiry based learning experiences children will construct knowledge while connecting concepts to the Common Core Standards. A learner-centered approach is used to build on strengths, interests, and needs of each individual learner.

Teachers will be required to team teach and as a result they will have time to plan together by grade level each day. They will use the thematic curriculum map to guide instruction each day and be required to plan together in order that the standards and concepts are pre-viewed, viewed

and reviewed in all three languages to increase comprehension. Teachers will post the learning targets to be mastered that day in kid-friendly language. Increased learning occurs when knowledge is predictable and students can initially begin to make connections about what they already know. Higher order questions will begin the lessons and prior knowledge will be elicited to support children with organizing what they already know about the subject and creating new pathways in their thinking, schemata.

The daily routine, weekly lesson plans, and the curriculum's theme will be posted on the wall so that children and parents know what to expect when they are in the classroom and parents will receive a monthly newsletter that informs them of the themes that will be taught in school in order that they can connect home to school. Each day will be divided into sections that are driven by the Common Core Standards and the theme. Second and third language learners are more successful when their learning environment is predictable and consistent.

Learning Targets

Each student will have learning targets written into their Individualized Learning Plan. The teacher will use a beginning benchmark assessment in math, reading and writing to ascertain each student's level in all three subjects. Then SMART goals will be made for each child's learning journey. This will be done quarterly and recorded on their Individualized Learning Plan.

Languages

The percentage of instructional time for each language in each grade level is listed below:

Grade Level	Mandarin	Spanish	English
Kindergarten	40%	40%	20%
First Grade	40%	40%	20%
Second Grade	30%	30%	40%
Third Grade	30%	30%	40%

We are focused on achievement in all three languages and if the students begin to show that they are lacking in any English skills, the percentages of each language will be re-examined. The current data shows that our kindergartener's English language levels are meeting or exceeding grade level standards. Students are reading at or above beginning first grade level in English according to the Developmental Reading Assessment. In addition, our current first grade students English language levels are also excelling. Students are reading one or more years above grade level, according to the Developmental Reading Assessment.

Reading Block/Language Arts

A balanced literacy program will be taught in three languages through the thematic units and will be the emphasis of instruction. Research has shown that, "children who are exposed to an extensive range of high-interest illustrated story books, and encouraged to read and share them, are consistently found to learn the target language more quickly." (Warwick,1991) Pedagogy for teaching reading will include read alouds, writer's workshop, guided reading in small groups and centers, independent reading, shared reading, choral reading, mini-lessons, literature circles, and

critical literacy development. Children will learn to read by reading and engaging in critical thinking conversation about the literature, analyzing and making connections to their individual lives. This method is based on research that has shown that knowledge is socially constructed between individuals. ”Knowledge and meaning are socially constructed through the process of negotiation, evaluation, and transformation.” (Cambourne, 2002) The literature is constantly connected to the thematic unit in order to weave the concepts and standards. The language arts/reading block will be integrated with the thematic units, but many literacy skills and strategies must be taught in a separate literacy block each day. In the literacy block, six pedagogically sound teaching methods will be utilized: guiding reading, read alouds, literature circles, writers workshop, and sustained silent reading.

In the guided reading portion of the literacy program, students will be taught in small groups that are formed by each student's individual reading level. This level is determined by an initial assessment, the running record. The teacher will teach groups of no more than six children the skills, concepts, phonics, vocabulary, semantics, using leveled books. Each child's reading level will constantly be monitored using the ILP, and the teacher will be able to communicate to parents at any time how their child's literacy development is progressing in all three languages. If a child is not up to the appropriate reading level the teacher will be able to focus more time and resources to insure that the child has success.

One program that the school will utilize is Reading A-Z.com resources in Spanish and English. The program has fiction and non-fiction level books from pre-K to sixth grade. “Reading A-Z provides a collection of easy-to-use assessment tools in several key areas of reading--alphabet, phonological awareness, phonics, high-frequency words, fluency, and comprehension. These tools are designed to help diagnose a student's instructional needs and the effectiveness of the instruction delivered. Reading A-Z also provides a collection of benchmark books with accompanying running record forms to help determine a student's reading instruction level. In addition to the assessment tools offered in this section of the website, there is a Comprehension Quick Check to accompany each leveled book.” (www.readinga-z.com/assess/index)

Phonics is an integral part of a balanced reading program and will be taught in the guiding reading block daily. ALP will teach phonics using Scholastic's Phonic Readers and Cuentos Fonéticos de Scholastic; both **“**provide student with independent, sound-controlled reading materials and systematic and explicit phonics instruction.” (www.scholastic.com)

Sustained Silent Reading or Free Voluntary reading,

> “is one of the most powerful tools we have in language education....and is the missing ingredient in first language “language arts” as well as in intermediate second and foreign language instruction” (Krashen, 1993)

ALP will ensure that a block of time each day, between ten and twenty minutes depending on grade level, will be set aside for students to engage in free voluntary reading. Krashen concludes that when children,

> “read for pleasure, when they get “hooked on books,” they acquire, involuntarily and without conscious effort, nearly all of the so-called “language skills” many

people are so concerned about. They become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessary perfect) spellers." (Krashen, 1993)

Read alouds provide, "children with practice at telling or "reading" stories as an impetus to the growth of language skills and is related to early independent reading" (National Research Council, 2000) We know one of the most effective strategies to teach children how to read is by reading to them while discussing, synthesizing and analyzing the story being read. Re-alouds are part of the daily routine at the school. The books will be connected to the thematic unit to support the vocabulary and concepts.
http://www.trelease-on-reading.com/rah-ch1.html

Writer's Workshop, in addition to daily journals and integrated journal writing in math, science and social studies, is a vital component in a balanced literacy program. Writers workshop teaches children how to write in different genres, and also teaches children to see themselves as writers. Research has shown that, "Writer's Workshop is a program that teaches children the conventions of writing. Students not only learn proper grammar and punctuation; they also come to learn and value the importance of drafting, revising, and editing their pieces of writing. Writer's Workshop is a process that needs to be consistent. It is composed of three parts. The first part is the mini-lesson where the teacher meets with the whole class and discusses writing concerns. The second part is conferencing, where the teacher meets with individuals or small groups. The third part is sharing, where the students publicly share a part of their work. Writer's Workshop is an excellent way to prepare students for state tests. The National Assessment of Educational Progress (NAEP) has indicated that 75% of our nation's children are writing on an average level. Of this percentage, students received higher scores on writing assessments who spent time in the writer's workshop. Research indicates that writer's workshop provides an excellent way to support and teach young children how to become good writers. Teachers who use writer's workshop in the classroom agree that writer's workshop prepares students for conventional writing." (Landry, 2000)

Literature Circles are part of an effective literacy program. Students learn to read and share their ideas and opinions and make predictions before, during and after reading the same book. It creates the love of reading because students usually get to pick the book that is read, with a little teacher direction. Research has found that, "(it) is an effective literacy strategy that combines the principles of cooperative learning, independent reading and group discussion. The purpose of Literature Circles is to promote reading and to foster literary discussions. The strategy is based on the model of an adult book discussion group. Judith Langer in her book *Effective Literacy Instruction* (2002) describes programs that effectively support student learning based on her recent five-year study of classes in 25 urban and suburban schools (Excellence in English project from the National Research Center on English Learning and Achievement). The literature circles strategy and its components are identified as effective literacy instruction throughout the book." Vygotsky (1978) theorized that social environments provide learners with an opportunity to observe higher levels of cognitive processing. From this perspective, discussions of literature may be viewed as social environments in which students can witness how group members work together collaboratively to construct meaning while also participating in the process.

Mathematics

ALP will be implementing Guided Math pedagogy with the Singapore Math curriculum. We believe that this program is best suited to develop our student's math skills for use in the 21st century. The program has a consistent and strong emphasis on problem solving and model drawing, with a focus on in-depth understanding. It is also believed that the principle of teaching mathematical concepts from concrete through pictorial to abstract allows children to realize math at a higher cognitive level and more able to apply learned concepts to real life situations. The program also teaches a spiral approach that builds upon preceding levels, and assumes that what was taught need not be taught again. ALP will be using the seven instructional components of Guided Math.
Guided math uses seven components to insure that all students are successful when it comes to learning math.

1. A classroom Environment of Numeracy
2. Morning Math warm-ups and Calendar Board Activities
3. Whole-Class instruction
4. Guided Math Instruction with Small groups of Students
5. Math Workshop
6. Individual Conferences
7. An On-going System of Assessment (Sammons, 2010)

Social Studies/Science (Thematic Block)

The thematic block will consist of themes that are derived from the Arizona State Standards in science and social studies and the Common Core Standards for math, reading and writing. The units will begin with big questions that frame the unit. Students will be required to work together with other students as part of a team. They will learn how to develop and exchange ideas, effectively communicating with their fellow team members.

Reading and writing will be heavily integrated into the units, students will have many non-fiction sources to gather and organize new information. They will have journals for science units, recording their hypothesis, new data, and findings. They will learn the scientific process and how to record their results in a well-organized research finding. We want all the students to see themselves as scientists and teach them how to discover the answers to their constant questions as they learn about themselves and their contribution to the world. Daily instruction will look different each day, but the thematic block will follow the same instructional practices as the other subjects using the Gradual Release of Responsibility.

There will be Direct Instruction at times; the teacher will introduce the big questions of each unit and the foundations of the units. There will be Shared Demonstrations and Guided Practice where the students and teachers will be making hypothesis, performing experiments, and gathering information. They may be acting out a scene from the Westward Expansion unit, or reciting a presidential address from President Lincoln. Students will also be required to present to the other teams what information and data they have discovered in their quest to discover new knowledge. Finally, children will be engaged in Independent Practice where they might be working in teams gathering information, performing experiments, constructing models, and

organizing and editing information.

With the ever growing bank of knowledge on the internet, students need to learn how to navigate through the sheer amount of information to sort it, categorize it, and discard unneeded and useless information. They need to learn how to critically think and realize that many times mis-information is found. Learning is no longer memorizing information that is found in seconds on the internet but internalizing knowledge by discussing, investigating, performing, constructing, discarding, organizing, debating, and sharing it with fellow colleagues in teams.

Assessment

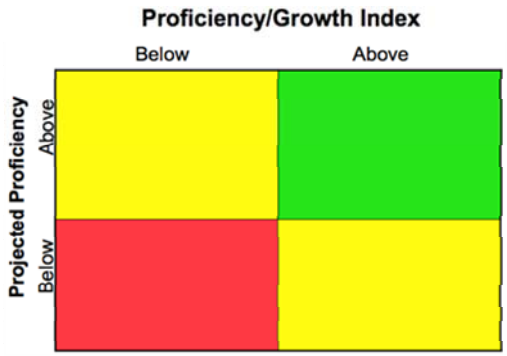
Arizona Language Preparatory will incorporate a comprehensive assessment plan that includes formative and summative assessments to measure students' progress towards mastery of the Arizona State Performance Standards/ Common Core Standards.. The school will develop a pacing guide for each grade level/content (Reading, Writing, Math, Science and Social Studies) that denotes the standard to be taught the quarter it will be taught and the Thematic Unit it aligns to. The AIMS Blueprints and Common Core Standards alignment documents will be used to choose and assign the quarter in which the standards will be taught. Teachers will then deconstruct the standards for each quarter, identify learning targets and create a curriculum map that addresses the time needed to teach each standard and the formative assessments to check for understanding/progress along the way. This process ensures a guaranteed and viable curriculum for all students. Arizona Language Preparatory will partner with ATI to purchase Galileo Benchmark assessments for each child in grades K-3. The school will send ATI copies of the pacing guides and ATI will design Galileo Bench Mark Assessments tailored to measure the Standards taught each quarter. Teachers will use the Proficiency Growth Index to measure student progress. This measures student progress on two levels; the F/A/M/E level for each test and the overall growth in developmental level from test to test. Modifications to instruction and interventions will be made from this data and included in students' ILP's.

The Proficiency/Growth Index (PGI) is used to measure progress on benchmark testing throughout the school year. It measures progress on two levels:

Proficiency: Where the test results fall on the F/A/M/E scale. Does the developmental level score meet the proficiency goal for that particular test?

Growth: The overall increase or decrease in developmental level from test to test.

Proficiency and Growth can be measured at both the classroom and student level using the Benchmark Results data report found within Galileo.



Box 1: Meeting Proficiency Target but Not Meeting Growth Target

Box 2: Meeting Proficiency Target and Growth Target

Box 3: Not Meeting Proficiency Target or Growth Target

Box 4: Not Meeting Proficiency Target, but Meeting Growth Target

The school will also utilize two additional Benchmark Reading Assessments in grades K-3. One assessment that will be given each quarter is the Developmental Reading Assessment(DRA). This is a one on one assessment (oral reading record) that gives the teacher the students reading level, fluency, and a comprehension score. The DRA is a national assessment with instructional leveled books, running records and scoring guide to train teachers to ensure inter rater reliability. This data will also be used to place children in guided reading groups and provide specific skill instruction for the students' ILP.

DRA Conversion Chart

Grade Level	DRA Level	Bookroom Level
K	A, 1	Emergent
K	2	Early 1
K	3, 4	Early 2
1	6, 8	Early 3
1	10, 12	Early 4
1	14, 16	Fluent 1
2	18	Fluent 2
2	20	Fluent 3
2	24	Fluent 4
2	28	Part 1
3	30	Part 1
3	34, 38	Part 2

Aimsweb will be the third Bench Mark Reading Assessment. Aimsweb measures Fluency, Phonics, Phonemic Awareness and Comprehension. Aimsweb has national norms, cut scores, assessment probes, scoring guides and administration training to ensure inter rater reliability and valid test scores. This assessment will be administered three times in a year; Fall, Winter and Spring. For students who do not meet the benchmark targets progress monitoring will be used and incorporated into students' ILP's.

KG	Letter Naming Fluency	Fall	Winter	Spring
	Benchmark	21>	44 >	52>
	Strategic	20-8	43-33	51-42
	Intensive	7 <	32 <	41 <
	Letter Sound Fluency	Fall	Winter	Spring
	Benchmark	5 >	27 >	39 >
	Strategic	4-2	26-16	38-30
	Intensive	1<	15 <	29 <
	Phoneme Segmentation Fluency	Fall	Winter	Spring
	Benchmark	7>	30 >	48>
	Strategic	6-5	29-12	47-36
	Intensive	4<	11 <	35 <
	Nonsense Word Fluency	Fall	Winter	Spring
	Benchmark	3 >	25 >	40>
	Strategic	1	24-16	39-29
	Intensive	0	15<	28 <
1ST GRADE	Letter Naming Fluency	Fall	Winter	Spring
	Benchmark	47 >	57>	63>
	Strategic	46-37	56-42	62-50
	Intensive	36 <	41<	49 <
	Letter Sound Fluency	Fall	Winter	Spring
	Benchmark	31 >	48>	54 >
	Strategic	30-22	47-34	53-40
	Intensive	21 <	33 <	39 <
	Phoneme Segmentation Fluency	Fall	Winter	Spring
	Benchmark	41 >	51>	56>
	Strategic	40-30	50-42	55-45
	Intensive	29 <	41 <	44 <

	Nonsense Word Fluency	Fall	Winter	Spring
	Benchmark	34 >	54 >	68 >
	Strategic	33-23	53-41	67-52
	Intensive	22 <	40 <	51 <
	Reading-Curriculum Based Measurement (R-CBM)	Fall	Winter	Spring
	Benchmark	13>	36 >	67 >
	Strategic	12-6	35-20	66-41
	Intensive	5 <	19 <	40 <
2ND. GRADE	Phoneme Segmentation Fluency	Fall	Winter	Spring
	Benchmark	46>	48>	52>
	Strategic	45-34	47-37	51-42
	Intensive	33<	36 <	41 <
	Nonsense Word Fluency	Fall	Winter	Spring
	Benchmark	56>	66>	77>
	Strategic	55-40	65-43	76-51
	Intensive	39<	42 <	50 <
	Reading-Curriculum Based Measurement (R-CBM)	Fall	Winter	Spring
	Benchmark	62 >	88 >	106 >
	Strategic	61-36	87-65	105-83
	Intensive	35 <	64 <	82 <
3RD GRADE	Reading-Curriculum Based Measurement (R-CBM)	Fall	Winter	Spring
	Benchmark	87>	111 >	127 >
	Strategic	86-60	110-85	126-99
	Intensive	59 <	84 <	98 <

Students identified as English Language Learners from the PHLOTE Form 15 will have the AZELLA Assessment administered in the fall and spring. The results from this assessment will determine which students need an ILLP to address the English Language Arts Four Hour Block Components.

Formative assessments will include rubrics, writing samples, reading assessments, quizzes, tests, running records, project presentations, science journals, Singapore math assessments and portfolios. Each student will have their own Individual Learning Plan. Teachers will use ongoing formative and summative assessments to determine each student's mastery of the Arizona State Standards. Once a standard is mastered it will be recorded in each student's ILP. Students, teachers and parents will all know which standard each child has mastered allowing teachers to

plan lessons to ensure that all standards are mastered by all children. Formative benchmark assessments in math, reading and writing will be given quarterly to insure that students are learning.

Continuous running record reading assessments will be given to each student in order that teachers and parents know exactly what reading level each student is at in all three languages. Ongoing math assessments will drive grouping in guided math groups. Assessments drive instruction and at any time parents and teachers will know exactly where each student is academically, using the ILP. See the ALP Assessment calendar for 2013/2014 below.

Date	Assessment	Grade
August 19-25	Galileo Pretest: Read, Math, Writing, ^Science	1-3
August 19-25	AIMSWeb Fall Benchmark Progress Monitoring Required	K-3
Aug. 12-Sept. 7	AZELLA	K-3
August 12-20	*DRA/Other Approved Reading Assessment	K-3
Sept. 30-Oct 4	Quarter 1 Galileo : Reading, Math, and ºWriting Kinder: Galileo Math Pre-Test	1-3 K
Dec 16-20	Quarter 2 Galileo : Reading, Math,and ºWriting	1-3
January 6-17	AIMSWeb Winter Benchmark Progress Monitoring Required	K-3
January 6-17	*DRA/Other Approved Reading Assessment	K-3
Jan 13 - February 21	AZELLA Reassessments	K-3
March 3-7	Post-Test Galileo : Reading, Math, Writing , and Science (Kinder Math only)	K-3
April 14-24	Stanford 10 and AIMS Testing	2-3
April 28-30	AIMSWeb Spring Benchmark Progress Monitoring Required	K-3
May 1-9	AIMSWeb Spring Benchmark Progress Monitoring Required	K-3
May 1-9	*DRA/Other Approved Reading Assessment	K-3
May 5-16	Quarter 4 Galileo : Reading, Math, Writing, and ^Science (Power Standards Pre-assessment- To cover after AIMS)	K-3