



MVCS PTA Resource Booklet for Parents

Practical Ideas for Supporting Spanish Learning at Home

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MVCS PTA Resource Booklet for Parents

Practical Ideas for Supporting Spanish Learning at Home

September 2019

Dear MVCS Families,

We are very happy to provide you with this inaugural edition of the *MVCS PTA Resource Booklet for Parents: Practical Ideas for Supporting Spanish Learning at Home*. This year, Mt. Vernon Community School begins its first year as a fully dual language school. Understanding the path to language proficiency and supporting your language learner at home — whether by listening to music or reading or listening to books in Spanish together — are integral to your child's success in the dual language program. We hope that the ideas, tips and resources included in the following pages will be useful to you, wherever your child is in his or her dual language journey.

Thank you to the parent volunteers who made the publication of this booklet possible, especially Bonnie Naugle for graphic design, Alix Salinas for research and web resources and Nora Mead for translation, and to the administration and staff at MVCS, including Ms. Liza Burrell, Principal, Sofía Meléndez Contreras, Instructional Coach, for her guidance and to Ms. Jessica Sayler-Quesada, Music Teacher, for her musical suggestions. We are also thankful to the many parents who took the time to provide thoughts and suggestions via the parent survey sent home last spring.

We hope to expand on the ideas and tips included in the following pages. Please contact us with helpful resources you may have for future editions.

Sincerely,

Martha Davis
President, MVCS PTA
2019-2020

Sharon Yandian
Vice President for Dual Language, MVCS PTA
2019-2020

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This Resource Booklet is a living document. We welcome additions and suggestions that can be sent to mvcsptapresident@gmail.com for inclusion in the online version. For the online version visit mvcspta.org.

I. Introduction: Why this Resource Booklet?

Congratulations on enrolling your child in the MVCS Dual Language (DL) Program!

This resource provides Spanish and English speaking parents tools and ideas to support your child in the Spanish language and literacy aspect of the MVCS DL program. Within the ACPS School division, MVCS and John Adams Elementary School (which has a DL strand) are the only schools in the city with a DL program. Currently, there are many more supports in place for English learning so we decided that a focus on Spanish made the most sense.

When the PTA talked with and surveyed parents, we learned that a practical resource like this from parents by parents would be helpful on their elementary school dual language journey. Parents want to know how to support their children if they do not speak the language and even when they do, they want practical suggestions.

About the Dual Language Program and Design

The goals of the MVCS Dual Language Program are “for students to listen, speak, read and write in Spanish and English; to attain high levels of academic and social-emotional competence; and become lifelong cross-cultural learners and critical thinkers.”

—ACPS Dual Language Parent Handbook (p. 1, <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/809/dual-language-handbook.pdf>)

The MVCS program design is considered a 50:50 program model which refers to 50% Spanish and 50% English. At MVCS, science and math and Spanish language arts are taught in Spanish for part of the day (Spanish language arts is taught separately in K-2 and integrated into math and science in 3-5), while social studies and English language arts are taught in the English part of the day with encore subjects (art, music, physical education and library) taught primarily in English. Most of the time your child will have two teachers, one who teaches in Spanish and the other in English. There also may be times when your child will have only one teacher who teaches in both Spanish and English and they will follow content and allotment of time in Spanish and English in a 50:50 approach. Note: If your child receives Talented and Gifted Services (TAG), please see the ACPS website or speak with a school administrator. Students with special needs are part of the MVCS program.

Please reach out to school administrators for any questions.

In addition, the MVCS program is considered a dual language program, which means that there are approximately the same number of students who are monolingual or dominant in English at the time of enrollment as there are students who are monolingual or dominant in Spanish (or another language) at the time of enrollment. Starting with the 2019-2020 school year MVCS is a whole school model, which means every classroom is a dual language classroom.

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As a parent of a student in the dual language program in Alexandria, you will want to understand the pathway or academic progression of students in the DL program.

In the appendices you will find the K-12 Course Progression for Students in the ACPS Spanish/English Dual language Elementary Program. It describes courses your student can/will take after elementary school through high school. While currently there is no ACPS dual language program in middle or high school, Spanish language and literacy courses are offered specifically for students who have been in the dual language program. As of the writing of this resource, plans are underway to possibly have a middle school DL program for students entering 6th grade in 2020-2021, which would mean adding a content area in Spanish, such as science or social studies, in addition to the Spanish language and literacy course currently offered. Students from the MVCS DL program go into a Spanish class for DL students when they enter 6th grade.

What this resource booklet is not

This resource booklet does not replace the useful handbook that ACPS put together in 2016 entitled *Dual Language Parent Handbook*, found on the ACPS website at <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/809/dual-language-handbook.pdf>. There you will find administrative and research information about an effective dual language program, which schools offer a DL program, along with other ACPS information. The handbook provides general information about how your learner may progress through the stages of second language acquisition, how long it takes to learn a second language and other Frequently Asked Questions, etc.

This resource booklet is simply a supplementary resource for you to use. Your child's teacher is the best source of information for any questions you may have. Information comes home during the year that provides you with specifics about your child's classroom. In addition, in section IV of this booklet MVCS staff have provided useful information to help you understand the programming and other design aspects of the dual language program.

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What makes a dual language program a dual language program

Lastly, it is important to understand the components of a dual language program. As described in the 2015-2020 ACPS Dual Language Strategic Plan DL non-negotiables include:

Dual Language Non-Negotiables

- A minimum of six year commitment (Grades K-5, and preferably PK-12)
- A minimum of 50% and up to 90% instruction time in Spanish
- Strict separation of languages for instruction (no translation) in addition to planned opportunities for cross-linguistic transfer
- Programmatic, curricular, and instructional decisions based on research on English learners.

(Beeman & Urow, 2013 adapted from D. Rogers, 2009)

The Center for Applied Linguistics (2012) defines the term dual language program as "...any program that provides literacy and content instruction to all students through two languages and that promote bilingualism and biliteracy, grade level academic achievement, and multicultural competence for all students."

The best thing you can do to support your child is to get involved: meet other parents, join the PTA, and one of its committees. There is even a dual language parent committee that works to support MVCS staff and parents within the school, identifies parent priorities and represents MVCS at DL events or meetings. In addition, inquire about a city-wide parent advisory group that includes parents from both MVCS and John Adams Elementary schools.

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II. Basic Primer

Regardless of whether you speak Spanish or English it is useful to understand a few basic things about the similarities and differences between Spanish and English. In the appendices, you will find the Spanish alphabet and pronunciation guide. While there are 26 letters in the English alphabet there are 27 in the Spanish alphabet, which includes the same letters as the English alphabet plus “ñ” (spelled “eñe” and pronounced “EH-nyay”). If you learned Spanish before 1994 you may remember that LL and CH were considered letters, but the Royal Spanish Academy decided that they should no longer be included in the Spanish alphabet.

You may also be interested to know that Spanish generally places the adjective after the noun it describes and that double negatives are used extensively, which is not accepted in standard English.

GLAD® Strategies

MVCS teachers are all trained in Project GLAD® (Guided Language Acquisition Design) strategies. Project GLAD is a model of professional development and follow up and also a collection of best practices dedicated to building academic language and literacy for all students, especially second language learners. Project GLAD strategies provide ways for students to:

1. Access grade level academic content and language
2. Engage in a positive classroom environment where they are encouraged to take risks

Some of the terms and strategies from Project GLAD include Observation charts, Inquiry charts, Big Books, Sentence Patterning Charts, Equity sticks, Cognitive Content Dictionary, Process Grid, chants and more.

Teachers use GLAD strategies in their work with students.

What does this look like in the classroom? It looks like a lot of visuals, in the form of pictures, sketches and motions, to help support student learning. Teachers use charts that they create with the students so they have ownership of their learning. In class you will see students repeating, using sentence starters, and talking a lot because the more students use the language orally the stronger their reading and writing abilities will be.

What does this look like at home? Students may come home singing a chant or song using the vocabulary they have been working on class. They may process their thinking with sketches because in class students learn that creating their own visuals can help them understand what they are reading or what someone is reading aloud to them. They may also use motions for words which helps them internalize vocabulary. Please encourage your children to share their learning with you.

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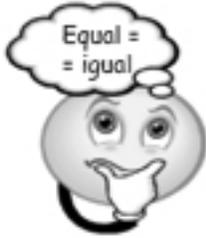
Cognates

Cognates are words in Spanish and English that share the same Latin, Greek and/ or Arabic root. They have very similar spelling and have the same or similar **meaning**. Since they look and mean the same thing it is an easy word to remember. For example, *interesante* in Spanish means *interesting* in English, *gratitud* in Spanish means the same as *gratitude* in English and so on. For more information, this is a good article: <https://www.realfastspanish.com/vocabulary/spanish-cognates>

Cognates are helpful and are considered "amigos" for native English speakers learning Spanish. However, there are also "amigos falsos," or "false friends," which look like their English equivalent, but are not. Some examples include "embarazada," which means "pregnant" (not "embarrassed"), and "colegio," which is an elementary or high school, not a college.

Here is the visual that teachers use in class to help students understand cognates:

Cognates

look the same	sound the same	mean the same
		
se ve igual	suena igual	significa lo mismo

Cognados

You can go to www.cognates.org or www.Spanishcognates.org for complete lists.

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Spanish Dictionaries:

You may want to purchase a Spanish dictionary. The second listing was recommended by several parents.

- *Latin-American Spanish Dictionary: Spanish-English, English-Spanish, 2nd Edition.* ISBN-10: 0345405463
 - “More than 10,000 entries * Includes vocabulary and usages unique to Latin America, Central America, Mexico, Argentina, Chile, and Cuba * Two sections, Latin American Spanish-English and English-Latin American Spanish * All entries, from A to Z, in a single alphabetical listing.” (Amazon description)
- *Oxford Picture Dictionary, 3rd Edition: English/Spanish Dictionary, Bilingual Edition.* ISBN-10: 0194505286
 - “4,000 English words and phrases with meaningful, real-life contexts presented within 12 thematic units, including Everyday Language, People, Housing, Food, and Recreation
 - New and updated topics such as job search, career planning, and digital literacy equip students with the language they need for everyday success.” (Amazon description)
- *Usborne Spanish Dictionary for Beginners: Latin American edition.* ISBN-10: 0794526365
 - Includes Usborne Quicklinks Website “where you can listen to all the words and phrases read by a native Spanish speaker.
 - There are over 2,000 words and phrases, each illustrated with amusing pictures of busy everyday scenes, in this colourful dictionary.
 - Words are arranged thematically, with topics including buying food, at work, travel and more.” (from Usborne website)

A good online dictionary is www.wordreference.com, which includes Collins, Espasa, and its own English-Spanish dictionary. All are free. The language forums on the site can be a particularly helpful resource. You can search the forums by topic or post questions for members to answer.

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III. What If I Want to Learn Spanish?

In addition to attending a Spanish class, you can also learn online or on your mobile device.

Resource article: *Learn Spanish Easily with These Free Spanish Lessons: Free Online Courses and Podcasts that are Perfect for Learning Spanish.*

<https://www.lifewire.com/learn-spanish-easily-with-these-free-spanish-lessons-1357050>

MVCS Parent Recommendations:

- Alexandria Library (<https://alexlibraryva.org/online-learning>)
Offers several online course options: Gale Courses, Mango Languages, and Rocket Language.
- Duolingo <https://www.duolingo.com/>
This service is free and available as an app. There is a charge for Duolingo Plus.

Other options for a cost include:

- Rosetta Stone <https://www.rosettastone.com/learn-spanish/>
 - This service offers Learn Spanish (Latin America) and can be purchased online or as a subscription service (3, 6, 12 or 24-month subscriptions available).
- Yabla: The Authentic Way to Study Spanish <https://spanish.yabla.com>
 - This service is subscription based but you can sign up for their Free Spanish email lessons.

In 2018-2019, the PTA offered both English and Spanish language classes for parents and the same is planned for 2019-2020.

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IV. What You Might Expect from MVCS

Summary by Grade (Provided by the MVCS Staff)

The school communicates through a monthly newsletter by grade about grade specific information. There is also an MVCS newsletter.

El Billete.

Each grade sends out a monthly newsletter summarizing what they will learn for the month and often includes essential vocabulary in Spanish and English.

El Mensaje Newsletter (<https://www.acps.k12.va.us/Domain/21>)

MVCS's email newsletter in English and Spanish. You must sign up to subscribe (<https://www.acps.k12.va.us/domain/661>). If you prefer not to subscribe, you can read the latest issues on the MVCS school website (<https://www.acps.k12.va.us/Domain/21>).

Books in Spanish are sent home weekly. Expect books to come home starting in October. There are plenty of books in the library in Spanish as well. Ask your teacher to send books home in Spanish if you do not see them coming home by October.

Starting in the 2019-2020 school year, MVCS will have a school subscription to Reading A to Z books which allows access to not only teacher materials but many downloadable and online books in Spanish and English. Ask your teacher for access. You can look at a free sample here. <https://www.readinga-z.com/worldlanguages/spanish/leveled-books/>

Grade level expectations for Spanish language arts are listed on the ACPS website, but also included in the appendices. <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/809/Grade%20Level%20Expectations%20Mount%20Vernon.pdf>

Spanish Language Arts Report Card. This is typically provided in K-2. Please see appendix for a sample.

Upper Grades Spanish and English Vocabulary. You can use the following link to access a list of vocabulary and related grammar used in Grades 3-5. <https://drive.google.com/file/d/18UtbZV6Ggkul8xzUd9L1j-KbWU6ns3sR/view?usp=sharing>

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Below is a brief description by grade of what students learn and the outline of their day in Spanish and English. ACPS has two dual language schools, MVCS and John Adams Elementary School (JAES). We have noted in italics how the 70:30 DL program at JAES differs from MVCS's 50:50 model.

KINDERGARTEN at MVCS

Kindergartners' schedules are divided into two. One part of their day is spent learning language arts, math, and science in Spanish. The other part of the day is spent learning social studies and literacy in English. A popular part of the day for kindergartners is calendar. During this time, students engage in math and science activities through songs and daily routines. All kindergarten units and quarterly assessments for math, science and literacy are in Spanish. Kindergartners are not required to take state assessments. Kindergartners at MVCS enjoy field trips, especially to T.C. Williams' Planetarium. Homework is not required for kindergartners.

Kindergarten students in the program at JAES spend 70% of the day learning academic content in Spanish (math, science, social studies and language arts) and 30% of the day learning academic content in English (English language arts and Encore).

FIRST GRADE

First graders' schedules are divided into two. One part of their day is spent learning language arts, math, and science in Spanish. The other part of the day is spent learning social studies and literacy in English. A popular unit for first graders is Exploring Earth Resources. Through this unit, students learn about conserving resources and caring for our planet. In first grade, students are assessed in their language of instruction, with exception of a few math units. First graders are not required to take state assessments. First graders also enjoy exciting field trips.

First grade students in the JAES program spend 70% of the day learning academic content in Spanish (math, science, social studies and language arts) and 30% of the day learning academic content in English (English language arts and Encore).

SECOND GRADE

Second graders' schedules are divided into two. One part of their day is spent learning language arts, math, and science in Spanish. The other part of the day is spent learning social studies and literacy in English. A popular event for second graders is their Economics unit. Students travel around all classes, apply for jobs and run small businesses where classmates are able to shop. Students are assessed in their language of instruction, with exception of a few math units. Second graders are not required to take state assessments. In this grade, students at MVCS enjoy a field trip to the National Museum of the American Indian.

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By second grade, students at JAES transition to Social Studies in English. In second grade, 50% of the class is taught in English; the other 50% is in Spanish. One part of their day is spent learning Language Arts, Math, and Science in Spanish. Their second part of the day is spent learning Social Studies and Literacy in English.

THIRD GRADE

Third graders' schedules are divided into two. One part of their day is spent learning math and science in Spanish. The other part of the day is spent learning social studies and literacy in English. A popular third grade activity is learning about simple and compound machines. Third graders are required to take district benchmark and state assessments. All district and state assessments are in English. In third grade, State Standards of Learning (SOL) assessments are given in Reading and Math.

By third grade, equal amounts of instructional time are provided in each language at JAES.

FOURTH GRADE

Fourth graders' schedules are divided into two. One part of their day is spent learning math and science in Spanish. The other part of the day is spent learning social studies and literacy in English. A popular fourth grade activity is learning about the first cultural contact of American Indians, Africans and Europeans. Fourth graders are required to take district benchmark and state assessments. All district and state assessments are in English. In fourth grade, SOL assessments are given in English, Math, and Virginia History. An exciting field trip for fourth graders is visiting Jamestown.

Fourth grade students at JAES continue to spend equal amounts of instructional time in each language.

FIFTH GRADE

Fifth graders' schedules are divided into two. One part of their day is spent learning math and science in Spanish. Their second part of the day is spent learning social studies and literacy in English. A popular fifth grade activity is investigating about sound and light waves. Fifth graders are required to take district benchmark and state assessments. All district and state assessments are in English. In fifth grade, SOL assessments are given in Reading, Math, and Science. An exciting field trip for MVCS fifth graders is visiting Georgetown University. A special event in fifth grade is their Promotion Ceremony. This ceremony celebrates students for culminating their elementary school activities.

Fifth grade students at JAES continue to spend equal amounts of instructional time in each language.

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HOMEWORK

Excluding independent reading time, the following guidelines have been established by the School Board for homework: Grades K – 2: 10-20 minutes, Grades 3 – 5: 30-60 minutes.

ENCORE

All grade levels receive Encore classes, which include music, P.E., and art. Students in Kindergarten through 3rd grade also have library. Because the schedule varies, your child's teacher will share his/her schedule during our "Back to School Night."

VOLUNTEERS

Parents are welcome to serve as chaperones on field trips and participate in special class activities. Please contact the Parent Liaison at MVCS to sign up.

V. What Are Some Resources That I Can Use to Support My Child?

Disclaimer: There are many, many resources available. The resources below are just a sampling, including ones MVCS parents have recommended. This is a “living document” and we hope to add/remove information as we discover new resources and we welcome your suggestions for any additions. See footer for contact information.

This section has various resources (apps, books, games, websites, etc.) that you may find useful. Many are free and some are available for a fee. The resources below rarely duplicate resources listed on the ACPS website pages. Some sections begin with an article, blog or post about the type of resource (books, music, etc.).

It is not necessary to speak Spanish in order to support your child. If you do speak Spanish at home these other resources are a great way to encourage your child to speak, listen, read and write in Spanish. It is important to express excitement about your child becoming a part of a global society and learning another language at such a young age is a wonderful way to do that. It is also exciting to meet other students who speak another language and are from different cultures. That is the world they are growing up in so what better time to start than now!

It is important for your child to read to you or be read to in English and Spanish, every day if you can manage it. There are websites listed below that have Spanish and English audio, for example, where you can choose a book, sit with your child, and it will read to your child in Spanish if you do not speak Spanish.

OVERALL

One of the best free one-stop and up-to-date resource is *Spanish Mama* (<https://spanishmama.com/>). This site seems to have everything. This is from the About Me page:

I’m Elisabeth, the teacher and mother behind Spanish Mama. I actually never expected to speak Spanish, teach Spanish, or raise my kids in it. But here I am!

I struggled in my Spanish classes, back in school. Multilingualism seemed to be for a special crowd: people less self-conscious or with a “better ear” for languages. As much as I loved the adventure of travel and different cultures, a second language felt out of reach.

I created this little corner of the internet because life surprised me. I did learn a second language, and later, I discovered resources that gave me confidence as a teacher and parent. I want my readers to feel the same. You can raise little Spanish-speakers; your classroom can be full of living language that sticks!

You’ll notice I have a little bit of everything. If it feels overwhelming, my start here page is a good place to get oriented.

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Another good overall site is *FLUENTU* (<https://www.fluentu.com>). There are a lot of Spanish Learner and Spanish Educator blogs that are interesting. There is a fee associated with this service. An app is also available.

This free website, *Unite for Literacy* (<https://www.uniteforliteracy.com>), is a wonderful resource with a wide selection of books in Spanish and English. There is audio so if you do not speak Spanish or English the books can be read to your child. You must click on the English button on the top left to get to the Spanish and then another click once in the selected book to hear audio in Spanish. The same instructions should be followed for hearing the book in English once selected.

This free bilingual website, *Colorín Colorado* (<http://www.colorincolorado.org>), serves educators and families in Grades PreK-12. Colorín Colorado provides free research-based information, activities, and advice to parents and schools.

The free site *Newsela* (<https://newsela.com>) offers articles for students to read in Spanish or English. You need to navigate to click on the correct age, 2nd-5th grade and whether you would like Spanish (ES) or English. You need to sign up to use the site.

BOOKS

Books to Borrow

It is always good to read books that were originally written in Spanish as well as books that are familiar English titles. You can also take advantage of local libraries. Parents have reported that both the Duncan Library Branch in Alexandria across from MVCS and the Shirlington Library Branch (Arlington Public Library) have nice selections of books in Spanish.

MVCS Parent Recommendations

- Books by Liniers (Argentine Cartoonist)
- Chapter books originally in English but translated into Spanish (*Junie B. Jones*, *Diary of a Wimpy Kid*, etc.) because students are usually familiar with the characters and these can be used to understand vocabulary.
- Students can check out books from the MVCS School Library.
- Comic books in Spanish are also available at some libraries.

Books Available for Purchase

- **Club Leo (Scholastic)**
Scholastic publishes several Spanish language and bilingual books at reasonable prices. The Club Leo flyer is published every other month. If your child's teacher does not participate in the program, please encourage him/her to do so.

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- **Barnes and Noble (at Potomac Yard)**
BN has expanded their Spanish book collection for children over the last few years.
- **Sol Book Box** (<https://www.solbookbox.com/>) "Sol Book Box is a monthly Spanish and bilingual book box subscription company. Our goal is to help niños feel the joy of reading and speaking Spanish by bringing a book party to your porch each month! Our picture books are perfect for kids up to age 6(ish)." The cost is approximately \$20 per month but the price decreases if more than a one month subscription is purchased.
- **Language Lizard, LLC** (<https://www.language lizard.com/>)
"Dual-language books, CDs and posters are offered in English with your choice of over 40 languages, including both popular and less commonly taught languages." In addition, they provide free lesson plans on various topics, a blog and a free bi-weekly newsletter.
- **National Educational Systems** (<http://www.shopnes.com>) offers quality bilingual books and materials.
- **Syncretic Press** (<https://syncreticpress.com/>)
Syncretic Press is an independent publisher of children's books in Spanish. They partner with authors and illustrators from around the world, with special emphasis on works created by authors from Spanish speaking countries. Their mission is to publish works that "celebrate creativity, diversity and curiosity about others and the world."

APPS

Post entitled: *We're Not Kidding: 11 Amazing Spanish Apps for Kids*
<https://www.fluentu.com/blog/spanish/spanish-apps-for-kids/>

MVCS Parent Recommendations

- *Gus on the Go: Spanish for Kids*: "Explore Spanish for kids with Gus on the Go's original Spanish vocabulary app and then dive right into stories in Spanish and stories by Gus on the Go. Our Spanish apps for kids give you an immersive experience from the start." (from website)
- *Leo con Grin*: Learn to read in Spanish. Full version for 3-6 year olds.
- *MamaLingua*: "language-learning tools for parents who want to learn or improve their second language skills while also teaching their children."

GAMES

Resource article: *The 7 Best Free Spanish Learning Games*
<https://www.fu-tenerife.com/spanish-learning-games/>

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Resource article: *21 Free, Online Spanish Games for the English Speaker: Online Spanish Games Kids and Adults will Love to Play.* <https://www.lifewire.com/free-spanish-games-1357049>

MVCS Parent Recommendation

- Loteria (Mexican Bingo) (sets are available for purchase on Amazon.com)

MUSIC AND SONGS

Resource article: *16 Spanish and Bilingual Albums for Kids*
<https://hiplatina.com/spanish-bilingual-albums-kids/>

Spanish Mama (see above) has an excellent section on songs.

Rockalingua (<https://rockalingua.com/games/>)

Music based learning for children. Target audience: Beginners. "The songs are **available for free** and you can also access lots of their other games and resources for free or subscriptions start at 59\$ a year."

MVCS Parent Recommendations

- *Basho & Friends*
- *Juanes* (Colombian Musician, has adult content)
- Jose Luis Orozco—bilingual author, educator and recording artist.
- Latin American Playground by Putumayo Kids
- *Mr. G*
- *Victor Rivera (Puerto Rico)*

Also recommended by MVCS staff are the following YouTube channels that parents can subscribe to with kids songs in Spanish: "Toy Cantando," "CantaJuego," and "Cleo y Cuquin."

- <https://www.youtube.com/user/toycantando>
- <https://www.youtube.com/user/CantaJuegoVEVO>
- <https://www.youtube.com/channel/UChlTeveFUK6bvHrmCb8J99w>

PODCASTS AND ONLINE RADIO

Resource article: *Spanish Podcasts, Audio Stories and More for Kids and Adults*
<https://www.onedostres.com/spanish-podcasts-audio-stories-and-audiobooks-for-kids-adults/>

MVCS Parent Recommendations

- Duolingo Podcast

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PROFESSIONAL ORGANIZATIONS

Association of Two-Way and Dual Language Education (ATDLE) (<https://atdle.org/>)

Center for Applied Linguistics (<http://www.cal.org>)

Dual Language Education of New Mexico (DLeNM) (<https://www.dlenm.org>)

Dual Language Schools.Org (<https://duallanguageschools.org>.)

TELEVISION SHOWS AND MOVIES

Resource article: *8 Best Spanish Language Kids Shows Ever Made*
<https://www.fatherly.com/play/best-spanish-language-kid-shows-ever-made/>

Article entitled: *13 Spanish Netflix Shows Kids*
<https://www.puravidamoms.com/13-spanish-netflix-shows-for-kids/>

MVCS Parent Recommendations

- *Magic School Bus*: Complete DVD Set. Includes 52 episodes of the popular children's science adventure series based on the popular books. The DVD has an option to view in Spanish. The Duncan Library may have some of the DVDs.
- *YouTube*: Search Coleccion Cuentilandia.
- The Spanish cartoon "Pocoyó" has a YouTube channel. Search "Pocoyó en español Canal oficial." Suitable for younger children.

WEBSITES

Post entitled: *Your Kid Can Learn Spanish with These 7 Fun Websites*
<https://www.fluentu.com/blog/spanish/spanish-learning-websites-for-kids/>

MVCS Parent Recommendations

- The ACPS website has a **Dual Language Program** page (<https://www.acps.k12.va.us/Domain/809>). In addition to general program information and FAQs about the program, there are also links to **Parent Resources** (<https://www.acps.k12.va.us/Page/2059>) and **Academic Resources** (<https://www.acps.k12.va.us/Page/383#adults>).
- Google Translate is used by parents that are not fluent in Spanish. "Google's free service instantly translates words, phrases, and web pages between English and over 100 other languages." Also, available as an app. While this has improved greatly, there are often strange mistaken translations.

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VI. Appendices

- A. Basic Spanish Primer Information
- B. ACPS Dual Language Pathway: ACPS K-12 Course Progression for Students in Spanish Dual Language Elementary Program
- C. Grade-level expectations for Spanish Language Arts (by the end of the school year)
- D. K-2 Spanish Language Arts Progress Report Sample

A. Basic Spanish Primer Information

Below is a chart that helps identify the sound of the Spanish letter name and the letter sound.

Letter	Spanish	English	Pronunciation
a	a	ah	like the a in "father"
b	be	bay	like the English b but pronounced very softly
c	ce	say	before a, o, u, like the c in "can"; before e, i, like the c in "cent"
ch	che	chay	like the ch in "church"
d	de	day	like d in "bed" but with tongue forward, almost like th in "the"
e	e	ay	like the ay in "pay"
f	efe	ay-fay	like the English f
g	ge	hay	before a, o, u, like g in "get"; before e, i, like an English h
h	hache	ah-chay	always silent
i	i	ee	like ee in "feet"
j	jota	ho-ta	like the English h
k	ka	kah	like the English k
l	ele	ay-lay	like the English l
ll	elle	ay-yay	like the y in "yes"
m	eme	ay-may	like the English m
n	ene	ay-nay	like the English n
ñ	eñe	ay-nyay	like the ny in "canyon"
o	o	oh	like the o in "no"
p	pe	pay	like the English p
q	cu	koo	like the English k
r	ere	ay-ray	like the English r but softer, almost sounds like a d
rr	erre	ay-r ray	strongly trilled
s	ese	ay-say	like the English s
t	te	tay	like the English t
u	u	oo	like the oo in "pool"
v	uve	oo-vay	almost no difference between b and v in Spanish
w	uve doble	oo-vay do-blay	like the English w
x	equis	ay-kees	like the English x
y	ye	yay	like the English y ; like ee in "tree" when used alone
z	zeta	say-ta	like the English s

Retrieved from <http://www.spanish411.net/Spanish-Alphabet.asp>. Please use <https://www.spanishdict.com/guide/the-spanish-alphabet> for audio pronunciation.

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A Note about the Spanish Alphabet

“The Spanish alphabet—by agreement of the 22 member countries of the Association of Spanish Language Academies on November 28, 2010, at the [Guadalajara International Book Fair](#)—has been changed as follows:

“Ch” and “ll,” which had earlier ceased to be considered letters for purposes of alphabetization, but had remained letters of the alphabet, are now formally eliminated from the Spanish alphabet, leaving the Spanish alphabet with just the following 27 letters (the 26 letters of the English alphabet, plus the letter ñ [spelled “eñe” and pronounced “EH-nyay”]). These are still taught to students as syllables not as part of the alphabet.

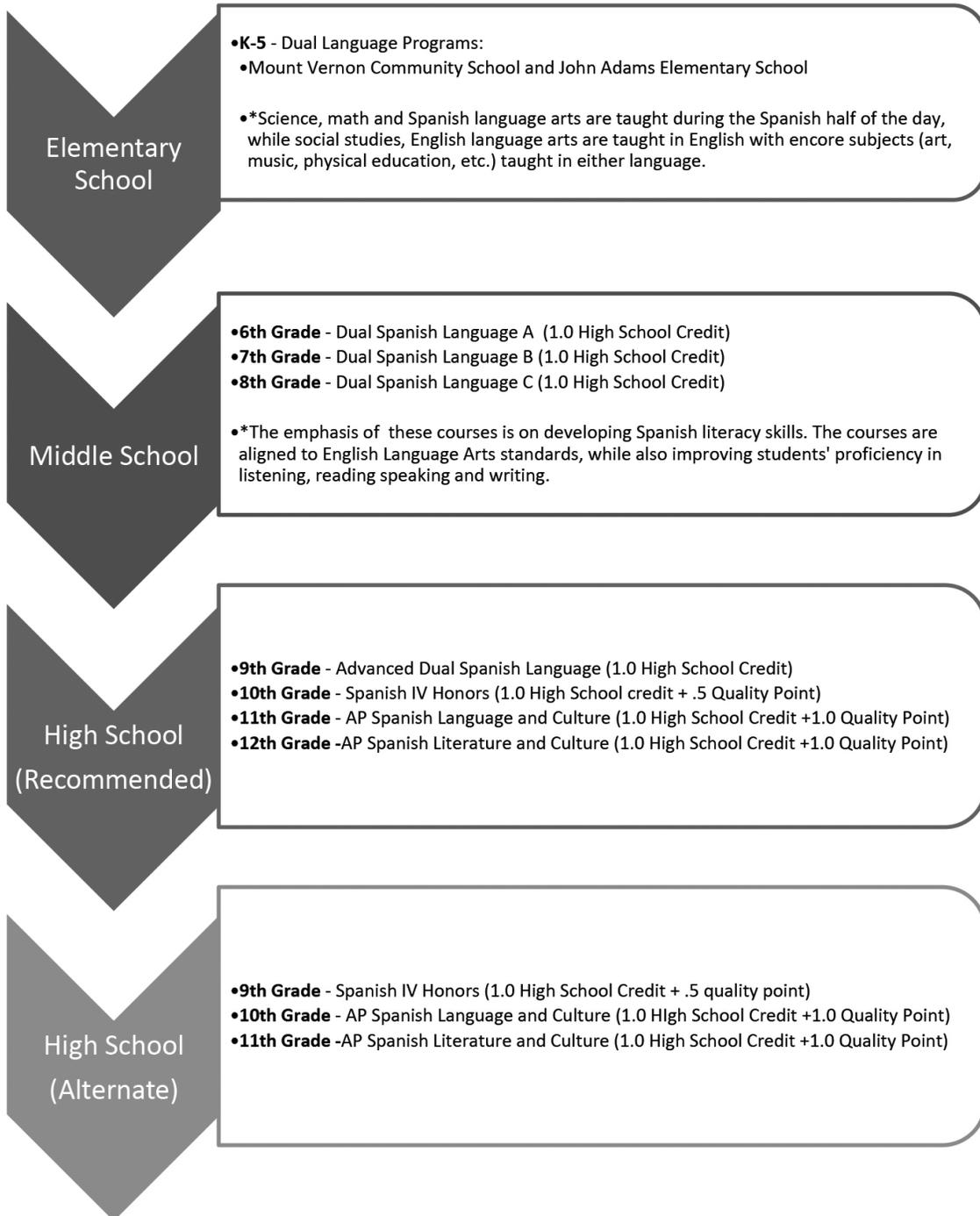
The official Spanish alphabet: a, b, c, d, e, f, g, h, i, j, k, l, m, n, ñ, o, p, q, r, s, t, u, v, w, x, y, z.”

Changes to the letter names: As of November 2010, 28, «W» is now *officially* called «doble uve” (although in the past it has also been called “uve doble,” “doble ve,” and “doble u”), and “Y” is now officially called “ye” (although it has traditionally been called “i griega” [“Greek i”]). These new official Spanish letter names are considered *recommendations*, not requirements (i.e., the traditional letter names are not considered “wrong”), but the expectation of the Real Academia Española (Spanish Royal Academy, or RAE) is that teachers will teach the *official* version which, in the RAE’s view, should make things simpler for students of Spanish, especially because each letter will now have just one, unique name, and that name will be the same in every Spanish-speaking country.”

Quoted from <http://www.spanishpronto.com/spanishpronto/spanishalphabet.html>.

B. ACPS Dual Language Pathway: ACPS K-12 Course Progression for Students in Spanish Dual Language Elementary Program

K-12 Course Progression for Students in the ACPS Spanish Dual Language Elementary Program



October 2018

Seal of Biliteracy - Graduating high school students who achieve a high level of proficiency in English and in one or more languages other than English receive the Seal of Biliteracy. To attain this seal, the Virginia Board of Education requires students to meet the following criteria:

- a) The Board of Education’s Seal of Biliteracy will be awarded to students who earn a Board of Education-approved diploma and
 - i. pass all required and End-of Course Assessments in English reading and writing at the proficient or higher level; and
 - ii. be proficient at the intermediate mid-level or higher in one or more languages other than English, as demonstrated through an approved assessment.

ACPS offers students who are interested in meeting the World Language requirement the following options:

- a) Continue with a World Language through Level IV Honors. At the end of this course, students will take a Virginia Department of Education approved World Language assessment.
- b) Take an AP World Language exam and pass with a score of 3 or higher.
- c) Participate in the ACPS World Language Credit by Exam assessment offered once per year. However, it is recommended that students have taken at least four years of a World Language before taking a proficiency assessment.

Secondary Grading Scale with Quality Points:

HIGH SCHOOL CREDIT COURSE GRADING SCALE

Quarter Average	Letter Grade	CREDIT AWARDED			QUALITY POINT APPLIED TO CUMULATIVE HIGH SCHOOL CREDIT GPA		
		Receives Credit	Include in Cumulative High School Credit GPA	AP/DE/Honors Quality Point Weight Applied	Advanced Placement/Dual Enrollment Course Quality Point	Honors Course Quality Point	Standard Quality Point
93-100	A	Y	Y	Y	5.0	4.5	4.0
90-92	A-	Y	Y	Y	4.7	4.2	3.7
87-89	B+	Y	Y	Y	4.3	3.8	3.3
83-86	B	Y	Y	Y	4.0	3.5	3.0
80-82	B-	Y	Y	Y	3.7	3.2	2.7
77-79	C+	Y	Y	Y	3.3	2.8	2.3
73-76	C	Y	Y	Y	3.0	2.5	2.0
70-72	C-	Y	Y	N	1.7	1.7	1.7
67-69	D+	Y	Y	N	1.3	1.3	1.3
60-66	D	Y	Y	N	1.0	1.0	1.0
50-59	F	N	Y	N	0.0	0.0	0.0
	I	N	N	N			
	NR	N	N	N			
	P	N	N	N			
	WP	N	N	N			
	WF	N	N	N			

October 2018

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C. Grade-level expectations for Spanish Language Arts (by the end of the school year)

GRADE-LEVEL EXPECTATIONS FOR SPANISH LANGUAGE ARTS (By the end of the school year...)

	KINDERGARTEN	1 st GRADE	2 ND GRADE
Oral Language	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use simple memorized statements to express ideas and needs about themselves (name, age, likes/dislikes). Understand and follow multistep directions consistently with little or no assistance. Answer simple questions with little support using known vocabulary and memorized phrases. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Respond to simple questions about topics discussed in class using memorized phrases and common expressions (e.g., respond to questions about a problem and solution in a story). 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Provide basic information about familiar topics using simple phrases and sentences with practice. Compare and contrast information about topics discussed in class. Ask and answer questions about fiction and non-fiction texts.
Phonics	<p>The student will begin to...</p> <ul style="list-style-type: none"> Recognize and decode the 5 vowels Combine and segment vowels with consonants to create syllables. Consistently combine and separate two or more syllables to form words. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Divide multisyllabic words into separate syllables. Use consonant blends. The student will begin to... Recognize the sounds and decode diphthongs Recognize the sounds and decode syllables ending in a consonant 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Identify the tonic accent and written accent in multisyllabic words. Identify and classify words according to their tonic accent: acute, flat, and esdrújulas. Identify, read, and write words with diphthongs, triphthongs and hiatuses.
Reading	<p>The student will begin to...</p> <ul style="list-style-type: none"> Answer comprehension questions about fiction and nonfiction texts. Use story language to retell familiar texts with a beginning, middle and end. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Demonstrate comprehension of fiction/nonfiction books of the student's independent reading level through (retelling stories, making predictions, sequencing events in a story, recognizing the problem/solution) 	<p>The student will demonstrate comprehension of fiction and nonfiction texts by...</p> <ul style="list-style-type: none"> Asking and responding to simple questions. Finding evidence to answer questions about nonfiction texts. Comparing and contrasting. Making connections. Finding the main idea and key details
Writing Process	<p>The student will begin to...</p> <ul style="list-style-type: none"> Write uppercase and lowercase letters Independently write words, phrases, and/or simple sentences on familiar topics Use and recognize basic conventions of print. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Write simple sentences using capital letter and appropriate punctuation. Use complete sentences in final copies. Share writing with others. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Write paragraphs using initial capital letters and correct punctuation.
Language Usage	<p>The student will begin to...</p> <ul style="list-style-type: none"> Recognize cognates Use masculine and feminine, singular and plural articles (el, la, los, las). Use singular pronouns (yo, tu, el, ella) and explore plural pronouns (nosotros, nosotros, ellos, ellas, ustedes). 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use masculine, feminine, singular and plural articles and nouns (el, la, los, las). Use singular pronouns (yo, tu, el, ella, usted) and plural pronouns (nosotros, ustedes, ellos, and ellas). Begin to use simple present verb tense. Explore subject-verb agreement. Begin to use adjectives to describe nouns. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use personal, possessive and indefinite pronouns (yo, me, mi, mío, alguien). Use simple present, past and future (regular verbs and common irregular verbs) with subject-verb agreement. Use noun-adjective word order.

GRADE-LEVEL EXPECTATIONS FOR SPANISH LANGUAGE ARTS (By the end of the school year...)

	3 rd GRADE	4 TH GRADE	5 TH GRADE
Oral Language	<p>The student will be able to...</p> <ul style="list-style-type: none"> Participate in basic dialogue about familiar topics Ask and answer questions from teachers and other group members using content specific vocabulary. Explain what has been learned. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Participate in short conversations about familiar topics using simple sentences Present using a variety of media. Ask and answer specific questions to clarify or paraphrase information logically. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Summarize the points presented by a speaker and identify the reasons and evidence that support each statement Adapt their speech to a variety of contexts and tasks, using the formal Spanish for the appropriate task and situation.
Phonics	<p>The student will be able to...</p> <ul style="list-style-type: none"> Recognize and use diminutives and augmentatives with adjectives (eg -ito, -ote, -on). Use written accent with familiar words. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use knowledge of syllabication patterns, roots, affixes, and accents to read unfamiliar multisyllabic words. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Categorize words according to their emphasis (aguda, llana, esdrújula, sobresdrújula).
Reading	<p>The student will be able to...</p> <ul style="list-style-type: none"> Read and summarize the main ideas and supporting details found in nonfiction texts. Ask and answer questions about what is read. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Determine the main idea of a text and explain how key details support this idea; make a summary of the text. Interpret information presented visually (e.g., in tables, graphs, diagrams) and explain how the information contributes to the understanding of the text in which it appears. Read with sufficient accuracy and fluency to support comprehension. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Explain the relationship between the ideas or concepts in a scientific or technical text, based on the specific information in the text. Use context clues to determine the meaning of unfamiliar academic vocabulary in fifth grade texts. Read fluently and comprehend informative texts at the independent reading level.
Writing Process	<p>The student will be able to...</p> <ul style="list-style-type: none"> Write for a variety of purposes Revise writing for clarity of content using specific vocabulary and information. Edit writing for correct grammar, capitalization, punctuation, and spelling. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Write informative and explanatory paragraphs with illustrations to examine a topic and convey ideas and information with clarity. Use precise language and domain-specific vocabulary to inform or explain. Participate in peer planning, review, and editing in order to develop or improve quality of writing. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Write multiple paragraph informative and explanatory essays that including a general observation approach and a logical organization of information, facts, definitions, concrete details, quotations, examples and a final statement or conclusion confirming the information or explanation presented.
Language Usage	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use simple verb tenses (example: camino, caminé, caminaré) and recognize the use of verbs in the subjunctive mood (caminará). 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use regular verbs in simple past and imperfect tenses (escribí, escribía). 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use the passive voice with reflexive verbs (se hace) Recognize and correctly apply subject-verb agreement Use the indirect object

D. K-2 Spanish Language Arts Progress Report Sample



ACPS ELEMENTARY DUAL LANGUAGE PROGRAM SPANISH LANGUAGE ARTS PROGRESS REPORT

GRADE ___ Quarter: ___

Student ID _____
 Student Last Name _____
 School Name _____
 School Street _____
 School City, State ZIP _____

First Name _____ MI _____
 School Phone _____
 Teacher _____
 Principal _____

Scale

M-Mastery
P-Progressing
B-Beginning
N-Not yet
NT-Not taught this quarter
INA-Introduced but not assessed this quarter

Spanish Language Arts	Q1	Q2	Q3	Q4
Listening and Speaking				
Understands words, phrases and simple sentences related to familiar topics				
Uses Spanish vocabulary to speak about increasingly complex topics				
Actively converses in Spanish				
Reading				
Applies knowledge of letters and sounds to read in Spanish				
Applies reading strategies to read assigned and independent-level text				
Meets the end of grade Spanish benchmark for reading				
Writing				
Writes words, phrases and/or simple sentences about familiar topics				
Reviews written products for correct grammar and usage (e.g., spelling and punctuation)				

TEACHER COMMENTS: Spanish Language Arts

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