1. Record Nr. UNINA9910797455603321 Autore Calderon Margarita Titolo Designing and implementing two-way bilingual programs: a step-bystep guide for administrators, teachers, and parents // Margarita Espino Calderon, Liliana Minaya-Rowe Thousand Oaks, California:,: Corwin Press, Inc.,, 2003 Pubbl/distr/stampa ©2003 **ISBN** 1-4833-5185-8 1-4522-1066-7 Descrizione fisica 1 online resource (264 p.) Disciplina 370.117/0973 Education, Bilingual - United States Soggetti School improvement programs - United States Second language acquisition - United States Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto ""Cover""; ""Contents""; ""Foreword""; ""Preface""; ""About the Authors""; ""Part I - Starting a Two-Way Bilingual Program""; ""Chapter 1 - Moving Toward Two-Way Bilingual Programs""; ""What is a Two-Way Bilingual Program?""; ""The Benefits of Two-Way Bilingual Programs""; ""What Two-Way Bilingual Programs are Not""; ""Reasons to Develop a Two-Way Bilingual Program""; ""Reasons in Support of Two-Way Bilingual Programs""; ""How Can We Use These Concepts in the TWB Program?""; ""Summary""; ""Chapter 2 - Planning and Designing a Two-Wav Bilingual Program" ""Gathering Information on Program Development and Implementation""""Sharing Information with All Stakeholders""; ""Involving All Stakeholders in the Critical Decisions and Their Roles""; ""Summary""; ""Checklist for Planning""; ""Chapter 3 - Comprehensive Curriculum Models for a Two-Way Program""; ""Schoolwide Program Models for Two-Way Immersion Programs"; ""The Alicia ChacA3n Model""; ""An Example of the 50-50 Model""; ""A Comprehensive School Reform Model Developed for TWB""; ""Summary""; ""Chapter 4 - Case

Study: The Alicia R. ChacA3n International School""; ""Setting""

""Site Selection""""Fieldwork Procedures/Data Gathering""; ""The ChacA3n Two-Way Bilingual School and Program""; ""What Makes ChacA3n School a Successful TWB Program?""; ""What Do ChacA3n School Parents Think of the TWB Program?""; ""What Do ChacA3n School Students Think of the TWB Program?""; ""Summary""; ""PART II -Implementing Effective Instruction"; ""Chapter 5 - Instructional Techniques and Activities for Second-Language Learners"; ""What is Sheltered Instruction?""; ""Strategies for Instructional Delivery""; ""Teaching Techniques for Vocabulary Building"" ""Teaching Techniques for Reading Subject Matter Texts"""Instructional Tips for Different Stages of Language Acquisition""; ""Cooperative Learning Strategies for Second-Language Learning"; ""Summary""; ""Chapter 6 - Literacy in Two Languages: The Importance of Research-Based Instructional Models""; ""Types of Instructional Models""; ""Traditional Models for Teaching Reading""; ""Effects of Literacy Instruction in the Primary Language"": ""Emerging Models of Reading for Two-Way Instruction""; ""Sequencing Instruction for Reading"" ""Structuring Components for Integrating Listening, Speaking, Reading, and Writing""""Summary""; ""Chapter 7 - Using Writing to Promote Reading and Oral Language Development""; ""Teaching Writing from the Start""; ""Explicit Skill Instruction to Meet the Standards""; ""Vocabulary and Oral Language for Writing""; ""A Community of Writers""; ""Culturally Responsive Instruction""; ""Setting a Context for TWI Writing"": ""Extensive Guided Conversation and Discussions for Writing""; ""Summary""; ""Chapter 8 - Assessing Second-Language Learners""; ""Student Assessment"" ""A Definition of Assessment""

## Sommario/riassunto

This indispensable handbook includes professional development plans that meet the specific needs of dual-language programs, strategies for building learning communities for dual-language teachers, and tips for involving parents.