The main goal of the early-exit model is to expedite the acquisition of the second language so that MLs can be integrated into classrooms with native speakers of English.
Belief Statements
We believe Collaborative Teacher Practices are best for ML students English proficiency cannot be seen as a prerequisite to meaningful participation in the core curriculum; instead, language must be viewed as something that is developed in the process of learning, when students are supported and have access to the richest curriculum our schools have to offer. Therefore, all teachers need to share responsibility for both engaging all learners in the core curriculum and developing essential language skills.
We believe Phonics Instruction coupled with a Reading Workshop Structure are vital for ML learners' English language
development Systematic phonics instruction can be very effective in helping MLs, even those at fairly low levels of language proficiency, learn to decode words. However, this skill does not facilitate reading comprehension if students' oral language proficiency is not developed to the level of the texts they are expected to read. For this reason, reading instruction should be combined with intensive development of the oral language needed to understand the text. The most effective reading programs for ELLs combine systematic phonics instruction with a print-rich environment that provides exposure to appealing reading materials in varied genres. Skills practice that is embedded in meaningful texts helps ensure that decoding skills don't progress beyond students' ability to comprehend the text.
We believe exposure to language models is imperative to success of the program MLs cannot develop phonological awareness in English until they are familiar with the sounds of English. This means that before explicit instruction in phonological awareness begins, children should have extensive experiences with fun and appealing songs, poems, chants, and read-alouds that will allow them to hear and reproduce the sound patterns of English. Language models are imperative.
We believe in a FLUID service delivery model that may change throughout the course of the year depending on the specific needs of our students.