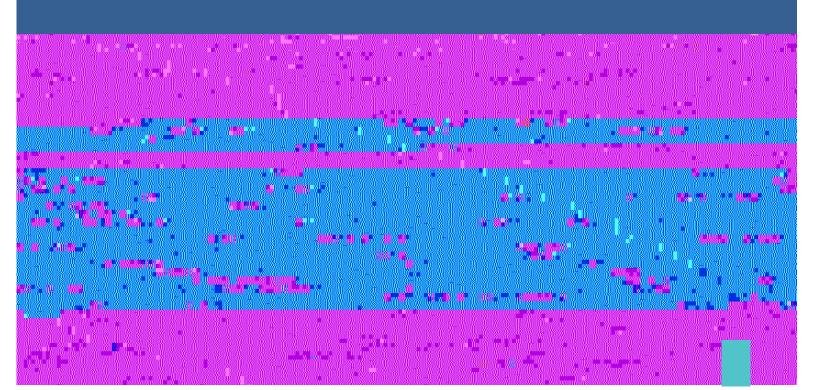
DearParent/Guardian

The Office of Bilingual Educatioand World Languages at the New York State Education

Department strives to provide students whose home languages are other English
access equity and excellence in education. If your child's home language is other than Eisel and he or she is learning or on the way to learning English, your child is becoming bilingual.

Congratulations Bilingual Children have unique assets and advantages and as 8.1(i)-640 Theorem 1992 (1) 1992 (1) 1993

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How is mychild identified as an English Language Learner (ELL/) Multilingual Learner (MLL?)

In New York tate, all newly enrolled students and students rerelling after two years are requiredt

Programs in Focus

What are the programs available for English Language to the rarsh

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Will my child learn Englishf he or she is using the home language that often?

A common concern is that studtes will be confused when learning in two languagesesearch conducted for over 30 years has repeatedly demonstrated there is no language confusion. In fact, using a student's home/primarylanguage is the most effective way for him or her to develop English. In addition, bilingual learners develop a flexible brain and a range of cognitive skills that help them learn in very powerful ways. In Oneor Two-Way Dual Language Programs, the language instruction is separated, meaning students have certain times or days for a particular language. When parents visit the programs, they see that this setting is not confusing but actually conducive to the development of bilingualism in studentsrocketses shown that by the age of ten, children in OmeTwo-Way Dual Language Programs can perform on par with or aboveEnglishmonolingual speakers.

What kind of lessons and activities should expect to see in Bilingual Program?

Students receive path their instruction in English and part in the home/primatinguage, but the curriculum is the same as in the nibriingual classes. Students develop literacy and content knowledge in math, science, language arts, and social studies in both languagesidieg on the program model. A bilingual and biliterate child is able to listen, speak, read, and write in both English and thepriomacy language. Skills in one language transfer to the second language. When a student has strong literacy skills in the home/primarylanguage, those skills transfer to the second language.

Englishasa New Language 6(a6124(i) 57(v)1dt)2.7(i) LpguaLd), m are()Tj2(L)1.3(6(e)9(nt)]TJ 0r/)1.5(L)1.3()-9.2(i)

Instruction in this program formerly known as Erligh as a Second Language (Eschiphasizes English language acquisition. In an ENL program, language arts and combeaninstruction are taught in English using specific ENL instructional strategies. Some content area classes are Integrated ENL classes. Students receive core content area and English language developmentation, including the use of the home/primarylanguageas support

Languagesused	Generally 50% English and 50% home anglet languageor 90% home or target language and 10 mglish, which increases until reaching 50%. (Percentagevaries depending upon the program model
Goals	Biliteracyandbilingualismin Englishandthe home/target language
Languagesused	Home/primarylalolgunæigenaec8(e)-2-7.5(o)9(u)-0.6((d)]ТJ0 Т 0.031(Тс 0 Т43.369 0 Тd glis)19(e

Myth 1: Most ELLare born outside of the United States (US).

There are more than 215,000 English Language Learners (ELLs) ages 5 to 18 attending school in New York State. Of those, 61.5% were born in the US, according to the 20013 NYS Information Repository System (SIRS)

Myth 2: In the past, immigrants succeeded without reglish as a New Language (ENL) and bilingual classes.

Being bilingual is of great value, asses have changed. Students face a job market that requires greater educational accomplishments than ever before. NYS's adoptione Common Core ELA standards requires higher level language skills so that graduates will be competitive in our global economy. Since ELLs come with knowledge in their home/primarkanguage, educators must be be be be better that requires greater educated standards requires higher level language skills so that graduates will be competitive in our global economy. Since ELLs come with knowledge in their home/primarkanguage, educators must be be be be be better that requires greater educations a job market that requires greater educational accomplishments than ever before. NYS's adoptione Common Core ELA standards requires higher level language skills so that graduates will be competitive in our global economy. Since ELLs come with knowledge in their home/primarkanguage, educators must be be be be better than the prior knowledge and skills and prepare them for college and career readiness.

Myth 3: Once ELLs paconverse socially in Inglish, they are then capable of succeeding academically.

While ELLs may acquire social language within three yearnayitake up to seven years fan ELL to

Myth 7: Students should be discouraged from in their home/primary language in school.

Schools in which students are encouraged to use their hprime arylanguage support



How can we as parents/guardian support our children?

- x Read to your child in his or her home/primalarynguage and/or English. Research shows that reading to your child in your hom/perimary language will help support English literacy skills
- x Tell stories to your cTelur ce

Colorín Colorado

A bilingual website for families and educators of English Languagedrs which is a project in partnership with the American Federation of Teachers (AFT). It includes miation about teaching English Language arbers

Parents with information are the best advocates for their children. For questions and concerns about ELL services pleastact: nysparenthotline@nyu.edu (800) 4698224

Forquestions pleasevisit:

Officeof BilingualEducationandWorld Language(OBEWL)

http://www.p12.nysed.gov/biling/