Teaching for Biliteracy: Strengthening Bridges between Languages
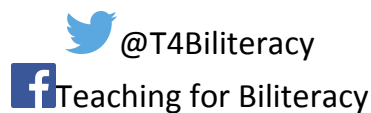
CARLA 2016
6th International Conference on Immersion and Dual Language Education
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Agenda:

1. Introductions
2. Three premises for teaching for biliteracy
3. Biliteracy in action – videos, photos, samples
4. Spanish, the Bridge, English – the three linguistic spaces of biliteracy instruction
5. On-line resources
6. Q & A
7. Workshop closure and on-line evaluation

The accompanying Power Point presentation is available at:
www.teachingforbiliteracy.com (Resources/Handouts)

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Teaching for Biliteracy

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Comparison of Monolingual versus Multilingual Perspectives

Area	Monolingual Perspective	Multilingual Perspective
Perspective of Student Language Ability	Students have a dominant language (or L1, first language).	Students are developing bilinguals who have linguistic resources across languages. Some students' first language is bilingual.
	Students are viewed as "low" when they use Spanish and English together. *("Está frizado.")*	Developing bilinguals are expected to use what they know in both languages *("El perro está barqueando.")*
	Students are expected to produce "monolingual-like Spanish", especially if they come from a Spanish speaking family.	Students are expected to use U.S. Spanish, and classroom instruction strategically moves students from informal to formal language.
Programmatic Structure **Curriculum, Instruction and Assessment**	Students are taught either Spanish literacy or an English literacy based on their strongest language.	Students develop literacy in both languages daily starting in kinder, in both 80/20 (90/10) and 50/50 DL programs.
	When students reach a particular level of literacy in one language, they are ready to transition to literacy in the other language.	The Bridge facilitates literacy development in both languages; students learn that what then know and can do in one language, they can do in the other.
	Spanish and English are thought of as separate, and students do not work across both languages.	The Bridge is pre-planned and it explicitly teaches students how their two languages are similar and different, thereby developing metalinguistic awareness.
	Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.	Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages reducing redundancy and optimizing transfer.
	It is expected that bilingual/dual language units, schedules and interventions look like those in the general education program.	Bilingual/dual language units, schedules and interventions intentionally look different than those in the general education program.

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The three sociolinguistic premises for teaching for biliteracy

Teaching for biliteracy is different from teaching for monoliteracy because…	
Premise 1: Spanish in the US is a minority language.	In other words…. Therefore,….
Premise 2: Students use all of their linguistic resources to develop biliteracy.	In other words…. Therefore,….
Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms.	In other words…. Therefore,….

Biliteracy Unit Framework (BUF)

Theme

Standards:
- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development		
Reading Comprehension • Guided Reading • Read aloud	• Readers' Workshop • Partner reading	
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics	• Spelling	
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Formative Assessment

Caslon Publishing

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages.* Philadelphia, PA: Caslon Publishing.

A Comparison of Spanish and English Word Study Skill Development

Spanish	Element of Comparison	English
Syllable awareness emerges before phoneme awareness and is a stronger predictor of reading success. Understanding how to break words into syllable helps students learn to decode.	**Syllables**	Because it is not a syllabic language, learning to break words into syllables plays a smaller role in learning to decode.
Vowels, because they are regular, are learned before consonants. The 5 vowels make 5 sounds. Beginning in Kindergarten, students can learn to differentiate between strong (a-e-o) and weak (i-u) vowels.	**Vowels and Consonants**	The building blocks of literacy are the names and sounds of each letter, which are taught very systematically. Consonants, because they are more regular, are learned before vowels. The 5 vowels make up to 15 sounds.
Learning letter names can interfere with initial literacy, because letter names do not directly match letter sounds. Names of letters are learned formally after letter sounds and syllables.	**Alphabet and Initial Sound**	Knowing initial letter names and sounds are predictors of reading success. This is such an important skill that students are taught and tested over time to see if they have mastered letter names.

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Spanish		English
Spelling is transparent and regular, and words are highly decodable. High frequency word lists are organized by those specific elements of spelling that are challenging for emergent writers.	**Sight Words and Spelling**	Spelling is challenging and the spelling of many high frequency words needs to be memorized. High frequency word lists are organized by initial letter (alphabetical order) or by spelling pattern.
Phonological awareness occurs through writing, not through oral language development. If you can say it, you can write it, because of the tight relationship between sound and symbol. The importance of rhyming occurs at the end of the word when studying word families not at the beginning of the word. Word families include words that share a common root.	**Rhyming and Word Families**	Understanding and developing onset and rime is fundamental in order to be able to decode and to understand the relationship between sound and symbol as it appears at the beginning of the words, and this skill is learned and taught orally. Word families include words with the same endings.
The concept of the accent is very important as it determines word meaning, not only as it relates to writing and spelling (the orthographic accent as in *papá*) but also the diacritic accent (*mí vs. mi*). Understanding how vowels and syllables are formed is fundamental to being able to use accents correctly.	**Accent and Accent Marks**	The accent is pronounced by placing oral emphasis on a sound but is not captured in writing.

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Strategies for the Bridge

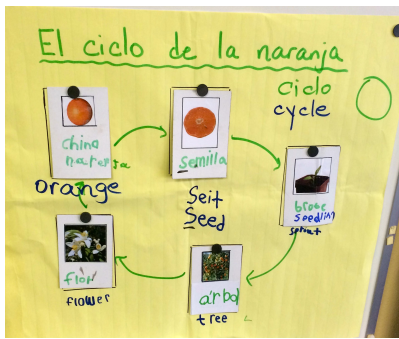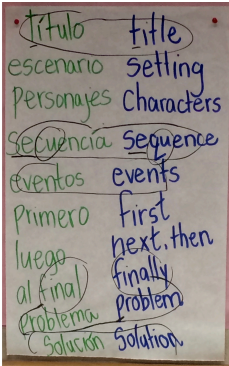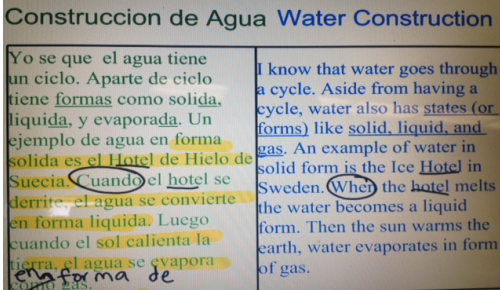(These examples are for Bridges from Spanish to English).

Strategy Description	Example	Comments
Spanish and English Illustration or Side-by-Side: • Students select key words in Spanish that represent their learning. • Using concrete strategies, the teacher provides students with the English equivalent to the Spanish words and guides students in developing oracy in English. • Students demonstrate their understanding of the words using the concrete activity. • The English words are added to the bilingual list or illustration to be analyzed.	Theme: Common Fairy Tale Characteristics | *Spanish*	**English**
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La moraleja	Morale of the story
Lo bueno contra lo malo	Good versus Evil
Personajes estáticos	Static characters
Características	Characteristics
Patrones recurrentes	Recurring patterns		• This is an especially powerful strategy for learners at the early stages of language development. • It is most successful when students have truly learned the concepts fully in on language prior to the bridge. • The list that is generated by the students needs to be anchored in a theme or big idea so that it contains words worthy of learning and analyzing. • Since learning is recursive, this reinforces concept learning across languages.
Así se dice: • In Spanish, students generate or select a text that represents an understanding. • The text can be a different genre (poetry, fiction, non-fiction, etc.) • The teacher leads students through a process of paraphrasing the text to the other language. • In cooperative groups, students come up with different ways of expressing the text in English. • The class chooses a paraphrased version that best captures the meaning of the original text in Spanish.	Theme: Fables | *Spanish*	**English**
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Aprendimos que todas las fábulas tienen varias características en común, empezando con el uso de animales u objetos como personajes principales. Se emplea el uso de la personificación al describir a los animales u objetos de la fábula.	We learned that all fables share common characteristics. The main characters in all fables are either animals or objects. Personification is used to describe the animals or objects who are the main characters in the fable.		• This strategy requires more English language proficiency. • The process of writing the statements first in Spanish and then in English will take time and will need to be planned carefully. • A combination of student generated texts and mentor texts can be used to launch the ***Así se dice*** activity as long as students comprehend the mentor text well. • The final step of the strategy is flexible: students can compare different English versions and analyze them or students can compare their own version against a mentor text. • Focus on the process. The process is what teaches students about how the two languages are similar and different.

Parts adapted from Escamilla, K., Geiser, D., Hopewell, S., Sparrow, W., Butilofsky, S. (2009) Using Writing to Make Cross-Language Connections. In Rodriguez-Eagle, C. (ED.) *Achieving Literacy Success with English Language Learners: Insights, Assessment, Instruction.* Reading Recovery Council of North America.

The Bridge for Biliteracy

The Bridge …	The Bridge is not…
occurs once students have engaged in oracy, reading and writing about the concept in one language and have been assessed on the concept in that same language	an opportunity to re-teach the content in the other language, or to clear up student misunderstanding
occurs once the students have learned the concept well in one language	flip flopping
is an opportunity to put new labels on a known concept: transfer	concurrent translation by the teacher
is an opportunity to focus on metalinguistic skills	a list of words provided by the teacher
is an opportunity to compare and contrast elements of language	English literacy instruction
is planned by the teacher	a packaged program

Three Types of Bridges: Part One of the Bridge

Illustration	Side-by-Side	Así se Dice

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Areas of Focus for Contrastive Analysis: Part 2 of the Bridge
(Developing Metalinguistic Charts)

Element and area of focus	Examples
Phonology (sound system) • Sounds that are different in the two languages. • Sounds that are similar in the two languages.	• Sound-symbol correspondence (e.g., the [k] sound: "qu" or "c" in Spanish; "c" or "k" in English) • Silent letters (e.g., "h" and "u" in Spanish; many in English) • The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	*in*formal – **in**formal *in*formar – **in**form social*ismo* – social**ism** desastr*oso* – disastr**ous** *pre*parar – **pre**pare profe*sió*n – profes**sion** educa*ción* – educa**tion**
Syntax and grammar (sentence structure) • Rules for punctuation, grammar, word order, etc. unique to each language • Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., *¡Me encanta!* – I love it!) Articles have gender in Spanish but not in English (e.g., *el título* – the title; *la revolución* – the revolution) In Spanish accents change the meaning of words (e.g., *el Papa vive en Roma; la papa es deliciosa; mi papá es muy trabajador*) Spanish has many reflexive verbs; English has few (e.g., *Se me cayó*) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. ¡*Voy*!) Adjective follows the noun in Spanish and precedes it in English (e.g., *centímetros cuadrados* – squared centimeters) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – *la casa de mi abuela*)
Pragmatics (language use) • Cultural norms or contexts that are reflected in language use. • Use of overlapping cultural norms in a bilingual context.	Questions about age avoid the world "old" in Spanish because it has negative connotations (*¿Cuántos años tienes?*) Figurative language from English is translated directly into Spanish: *Estoy encerrado afuera* (I am locked out!) rather than *Me quedé afuera.* Spanish constructs are used during English (e.g. *Mis padres ganan mucho dinero*. My fathers win lots of money).

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Suggestions for Integrating Literacy Standards into Biliteracy Units

Prepared by Karen Beeman

Sources: Pathways to the Common Core, Calkins et al and BUF Writing Checklist created by Melody Wharton

For developing Year-Long Biliteracy Maps, visit www.teachingforbiliteracy.com/BUFs :
"Biliteracy Curriculum Development in 10 Steps"

1. There are three writing buckets to choose from in the standards. One bucket is chosen for every unit. It may be helpful to start unit planning by first identifying the writing focus and then connecting the type of reading that supports the writing focus.

2. Select the genre that matches the context/content of the unit: literary texts or informative texts. Approach the Reading Standards as a Ladder: Standards 1 and 10 are always present in every unit (reading for understanding and using rigorous, grade-level text). Standards 2-9 are the skills taught to students as they work on standards 1 to 10.

3. In general during the year, grade-level unit plans should ensure:
   a. Fifty percent of reading should focus on literary texts
   b. Fifty percent of reading should focus on informational texts
   c. Each writing bucket should have equal focus (a third on opinion, a third on narrative, and a third on informational)
   d. These areas of focus should be mapped out in the Grade-Level-Biliteracy Map.

Narrative Writing	Opinion/Argument/Persuasive Writing	Informational/Functional/ Procedural Writing
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report

4. Once standards have been identified, write big ideas that will guide planning academic language, concept based learning, and differentiation for each element of the unit.

Content big ideas:

- There should be 1-2 big ideas that are reflective of the content standards identified
- Big ideas are written as general understandings that are anchored in standards (there is a clear link between the standards identified and the big ideas(s)).
- Big ideas begin with the sentence starter, "I want my students to understand that..." or "Students will understand that..."
  Big ideas are broad enough to have multiple examples, **and** at least two examples are listed.

Literacy big ideas:

- There are 1-2 big ideas that are reflective of the literacy standards identified (and include reading **and** writing)
- Big ideas are written as general understandings that are anchored in standards (there is a clear link between the standards identified and the big ideas(s)).
- Begin with one of two sentence starters:
  o "I want my students to understand that…" OR "Students will understand that…" and list at least two examples (one in reading and one in writing) OR
  o I want my students to understand that when reading (select either <u>informational or literary texts</u>) it is important to (<u>identifies skills in reading standards 2-9</u>) in order to write (<u>identifies writing standard 1, 2, or 3</u>) about _____.

Examples:

Content Big Idea	Literacy Big Idea
I want my students to understand that people use the resources in their environment to meet their basic needs; for example, people use the flora and fauna for food and shelter.	**I want my students to understand that** when reading <u>literary texts,</u> it is important to describe how characters in a story respond to major events and challenges in order to write a narrative text.
I want my students to understand that all wars have various causes and multiple consequences. For example, the Civil War was caused by economic and political reasons, as was the Revolutionary War.	**I want my students to understand that** when reading literary texts, it is important to explain how a series of chapters and scenes fit together to provide the overall structure of the story in order to write historical fiction (narratives).
I want my students to understand that all living things have a life cycle; for example the butterfly and the human being have a life cycle.	**I want my students to understand that** when reading informational texts, it is important to know and use text features to locate key facts or information, and these features should be included when writing informational texts.

Recursos para la enseñanza de la lectoescritura en español

Desarrollando la oralidad mediante cantos y juegos

Beatriz Aguilar: De tín marin: mi canto mis raíces
http://music.edgewood.edu/pages/people/faculty/Aguilar-CD-De-Tin-Marin.htm

José Luis Orozco
https://joseluisorozco.com/

Mama Lisa's World
http://www.mamalisa.com/?p=285&t=ec&c=50

Trabalenguas (Tongue Twisters):

EL HUEVO DE CHOCOLATE (TRABALENUGAS, ADIVINANZAS, POEMAS, ETC.)
http://www.elhuevodechocolate.com

Spanish Tongue Twisters
http://www.uebersetzung.at/twister/es.htm

Colorín Colorado
http://www.colorincolorado.org/resources

Otros Recursos:

Estudio de palabras en español
http://fdf.readingrecovery.org/index.php/working-with-ells/

Recursos para maestros(as) de español
http://www.todoele.net/

The American Association of Teachers of Spanish and Portuguese
http://www.aatsp.org/

Dr. Jill Kerper Mora's Website:
http://www.moramodules.com/

Libros

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages.*
    Philadelphia, PA: Caslon Publishing – Glosario de cómo funciona el español, p. 155-165

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    2000 (pp. 126–141). New York: Macmillan/McGraw-Hill.

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Potowski, K. (2015) *El español de los Estados Unidos* . Cambridge: United Kingdom. Cambridge University Press.

Páginas de internet:

Reglas gramáticales:
- CARLA (Center for Advanced Research on Language Acquisition): Spanish Grammar Studies http://www.carla.umn.edu/strategies/sp_grammar/index.html
- English Spanish Cognates: http://www.esdict.com/English-Spanish-Cognates.html
- Ortografía en español: http://roble.pntic.mec.es/~msanto1/ortografia/
- Real Academia Española: http://www.rae.es/rae.html
- www.teachingforbiliteracy.com (recursos, videos, libros, etc.)

Organizaciones:
- The American Association of Teachers of Spanish and Portuguese: http://www.aatsp.org/
- The American Council on the Teaching of Foreign Languages: http://www.actfl.org/i4a/pages/index.cfm?pageid=1
- CAL (Center for Applied Linguistics) Spanish for Native Speakers: http://www.cal.org/sns/
- Colorín Colorado: http://www.colorincolorado.org/
- Heritage List: http://listserv.linguistlist.org/cgi-bin/wa?A0=HERITAGE
- National Heritage Language Resource Center: http://nhlrc.ucla.edu/
- Spanish in the U.S.: http://www.spanishintheus.org/

Literatura y Materiales:
- America Reads Spanish: http://www.americareadsspanish.org/
- Biblioteca Virtual Miguel de Cervantes: http://www.cervantesvirtual.com/
- Críticas Magazine (Spanish Literature Reviews – Adult and Children) http://www.criticasmagazine.com/csp/cms/sites/LJ/Reviews/Spanish/index.csp
  Red Escolar de la Secretaria de Educación Pública de México: http://redescolar.ilce.edu.mx/educontinua/educontinua.html

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