

Thursday, June 25, 2015

***What practices support
biliteracy (instruction and
assessment)?***



Cheryl Urow

Karen Beeman

Cheryl@TeachingForBiliteracy.com

Karen@TeachingForBiliteracy.com



THE CENTER

Chapter 9: Word Study and Fluency

Key points: p. 114

1. Students learn discrete skills best by using words, sentences, and paragraphs they already understand.
2. The explicit teaching of discrete word-study skills should come only after comprehension has been established.
3. Student writing provides one of the best sources to determine what word-study skills to teach to two-language learners
4. The strategies used to teach word-study and fluency should match how the language works.



The context
#1, 2

The text
#3

The skills &
strategies
#4

The routines

The context
#1, 2

The text
#3

**Teaching for biliteracy
recognizes that Spanish
and English are
structurally different.**

outines

The skills &
strategies
#4



T Teaching for biliteracy recognizes that Spanish and English are structurally different.

- vowels
- syllables
- stressed syllables

The routines



Teaching for biliteracy reflects a constructivist approach to word study.

The context #1, 2

The text #3

The skills &
strategies
#4

The routines

la, le, li, lo, lu



The context
#1, 2

The text
#3

**Teaching for biliteracy
recognizes that Spanish
and English are
structurally different.**

outines

The skills &
strategies
#4

Work with a partner: **Yellows work with yellows, **blues work with blues**.**

Spanish	YELLOW	English
??	Syllables	??
	Vowels and Consonants	
	Alphabet and Initial Sound	

Work with a partner: **Yellows work with yellows, **blues work with blues**.**

Spanish	BLUE	English
??	Sight words and Spelling	??
	Rhyming and Word Families	
	Accent and Accent Marks	

Work with a partner: **Yellows work with yellows, **blues work with blues**.**

Spanish	YELLOW	English
implications instruction assessment materials pacing professional development	Syllables	??
	Vowels and Consonants	
	Alphabet and Initial Sound	

Work with a partner: **Yellows work with yellows, **blues work with blues**.**

Spanish	BLUE	English
implications instruction assessment materials pacing professional development	Sight words and Spelling	??
	Rhyming and Word Families	
	Accent and Accent Marks	

English

- English is opaque.
- The sound symbol relationship in English is loose: it is irregular and inconsistent.
- There are 26 letters that produce between 40 and 56 phonemes There are 5 vowels that produce 15 sounds.

Spanish

- Spanish is transparent.
- The sound symbol relationship in Spanish is tight: it is regular and consistent.
- There are 27 letters that produce 26 phonemes. There are 5 vowels that produce 5 sounds.

English word walls

- High frequency words.
- Organized by initial sound.
- Rhyming word families:
 - bat, sat, cat, rat

Spanish word walls

- Challenging words, with *letras tramosas*
- Organized by syllable or *letra tramosa*

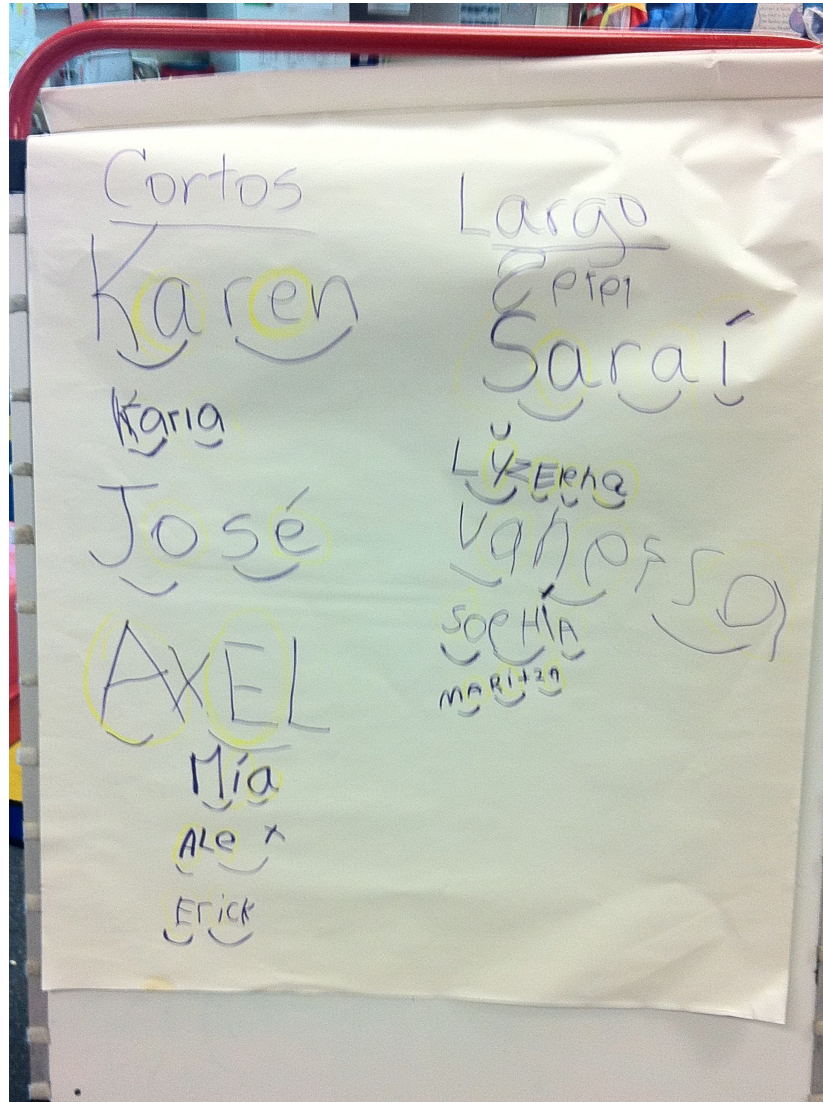
¿Por qué?

<u>Pared de palabras</u>					
A	B	C	Ch	E	F
agua alto ama	baño balcón	cine casa	chicle Charlie	elefante Elena	favor fijate
G	H	I	J	K	L
gato	hermano hubo horizonte	imán	jabón	Kilo	limón
M	N	Ñ	O	P	Q
mamá	niño nariz	ñandú	órale ojo	pájaro	quiero
R	S	T	U	V	W
risa restaurante	sí se	televisión tubo	uniforme único unánime	voy vela	Walter
Y	Z				
yegua	zapato				

Nombres cortos y largos: Kinder

Mi nombre	
1 o 2 sílabas	3 o más
Nombre corto	Nombre largo
Jeffrey	Estrella
Gian	Anahi
Jose'	Alejandro
Silvia	Mariana
Sendy	Maritza
Gian	Melanie
Helder	Natalie
Yalith	
Alex	
Jose'	
Cesar	

Nombres cortos y largos



El español es un lenguaje distinto

- Videos - > Español
- Nombres cortos y largos
- Video 2: La segmentación silábica y la importancia del acento diacrítico (ortográfico)

Acento(í)

decisión

¿dónde?

También

hábitat

ecosistema

ficción

no ficción

árbol

clorofila

fotosíntesis

Después

Tildes(ñ)

Diéresis (ü)

Acento

Significado

papá

mamá

También

Después

Sin Acento

Significado

papa

mama

re a Village

acento diacrítico

acento ortográfico

Fabian

Calderón

Papá

García

mamá

Sábado

ficción

no ficción



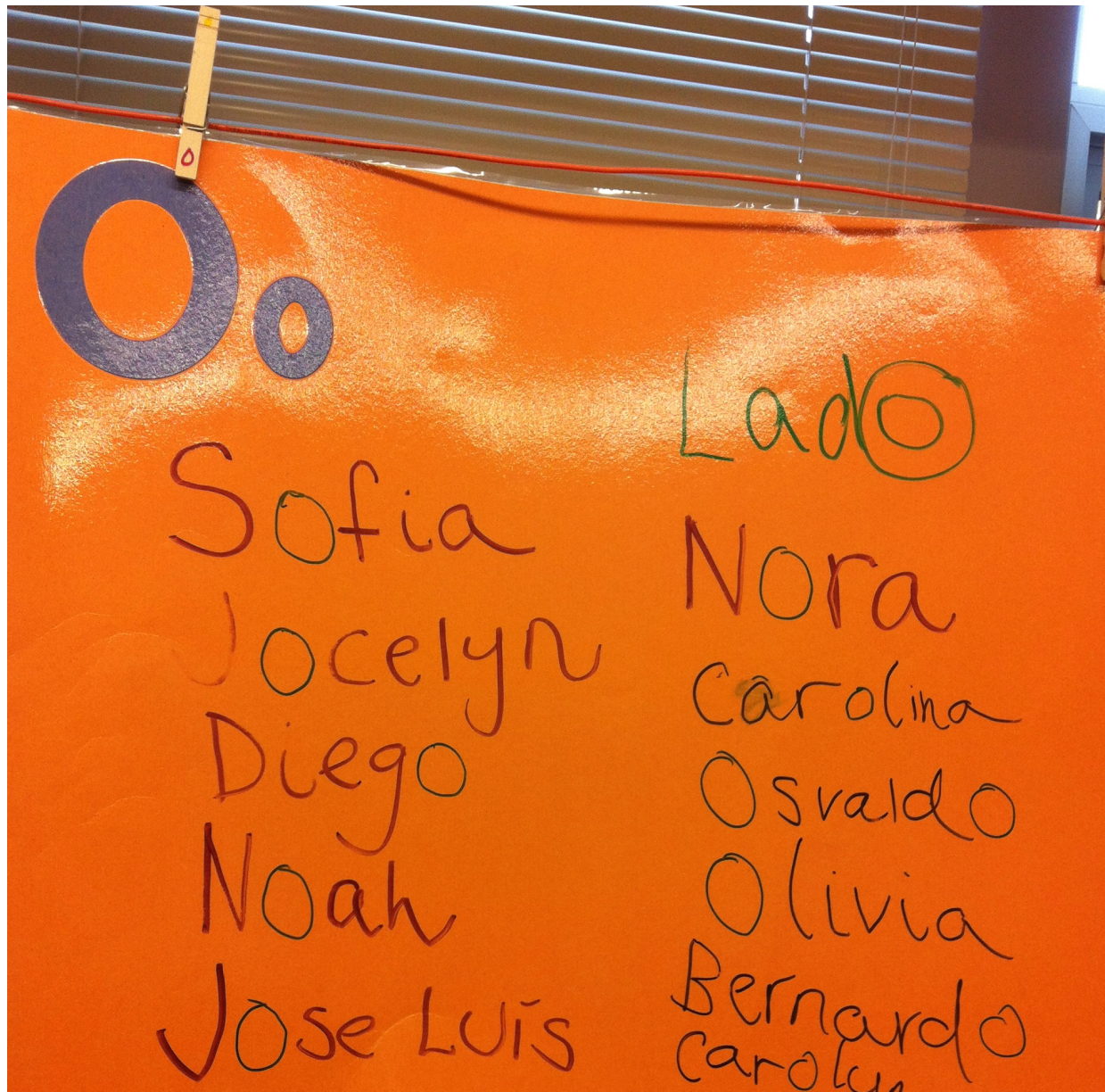
El español es un lenguaje distinto

- Videos - > Español
- Nombres cortos y largos
- Video 3: Las vocales débiles y fuertes

Kinder



Kinder



Aa

Sofia	Krystal	
Maite	Xavier	Kalida
Maestra	Ella	Marieli
Sarah	Cara	Bernardo
Nora	Carolina	Naomi
Angelique	Melissa	
Mia	Olivia	
Noah	esquino	
Lado		

Ee

Diego	Maestra
Xavier	Melissa
Angelique	Marieli
Maite	Bernardo
Jose Luis	Javier

esquino

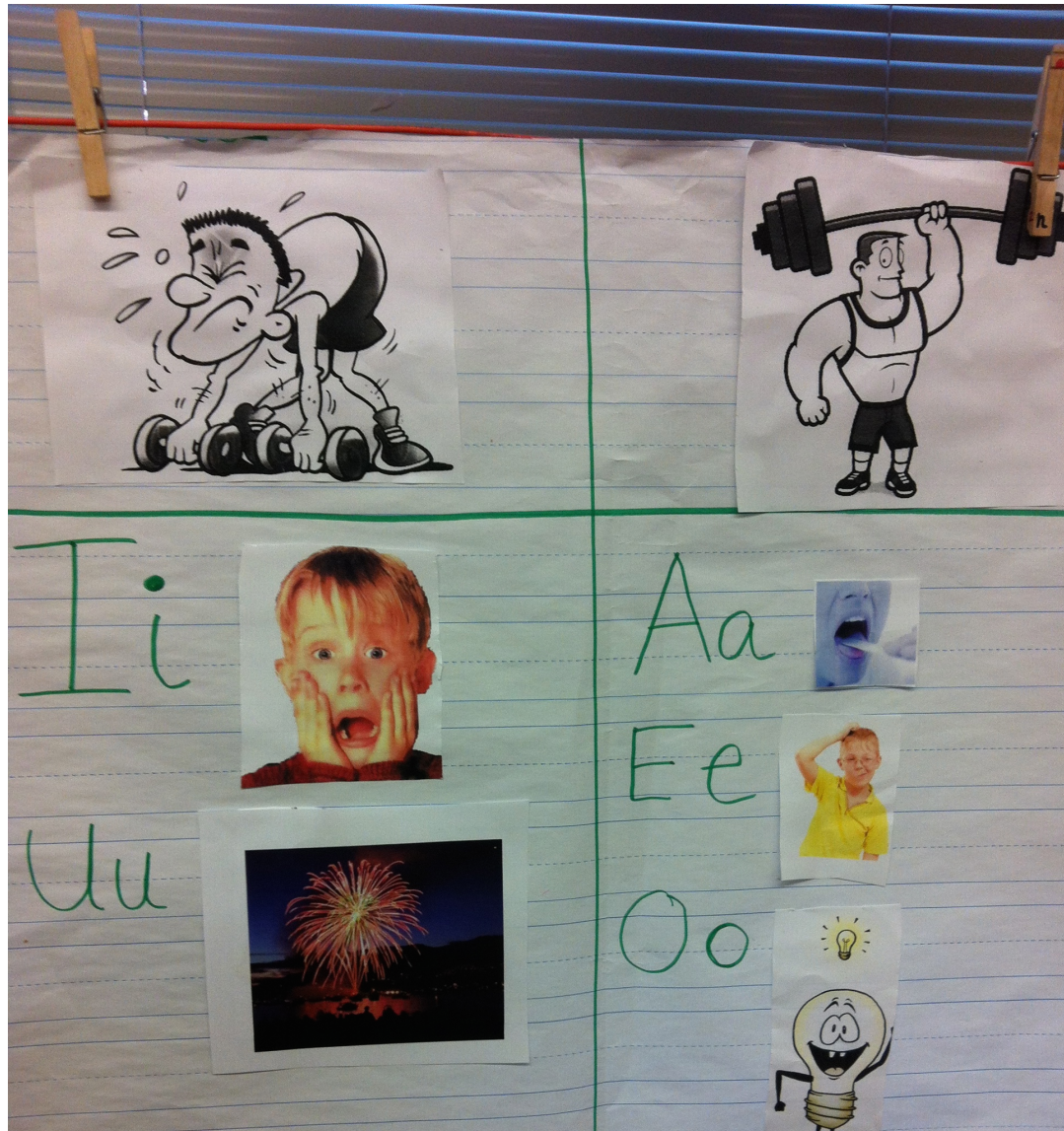
Oo

Sofia	Lado
Jocelyn	Nora
Diego	Carolina
Noah	Oswaldo
Jose Luis	Olivia
	Bernardo
	Carolyn
Rolo	

Uu

Kinder

Kinder

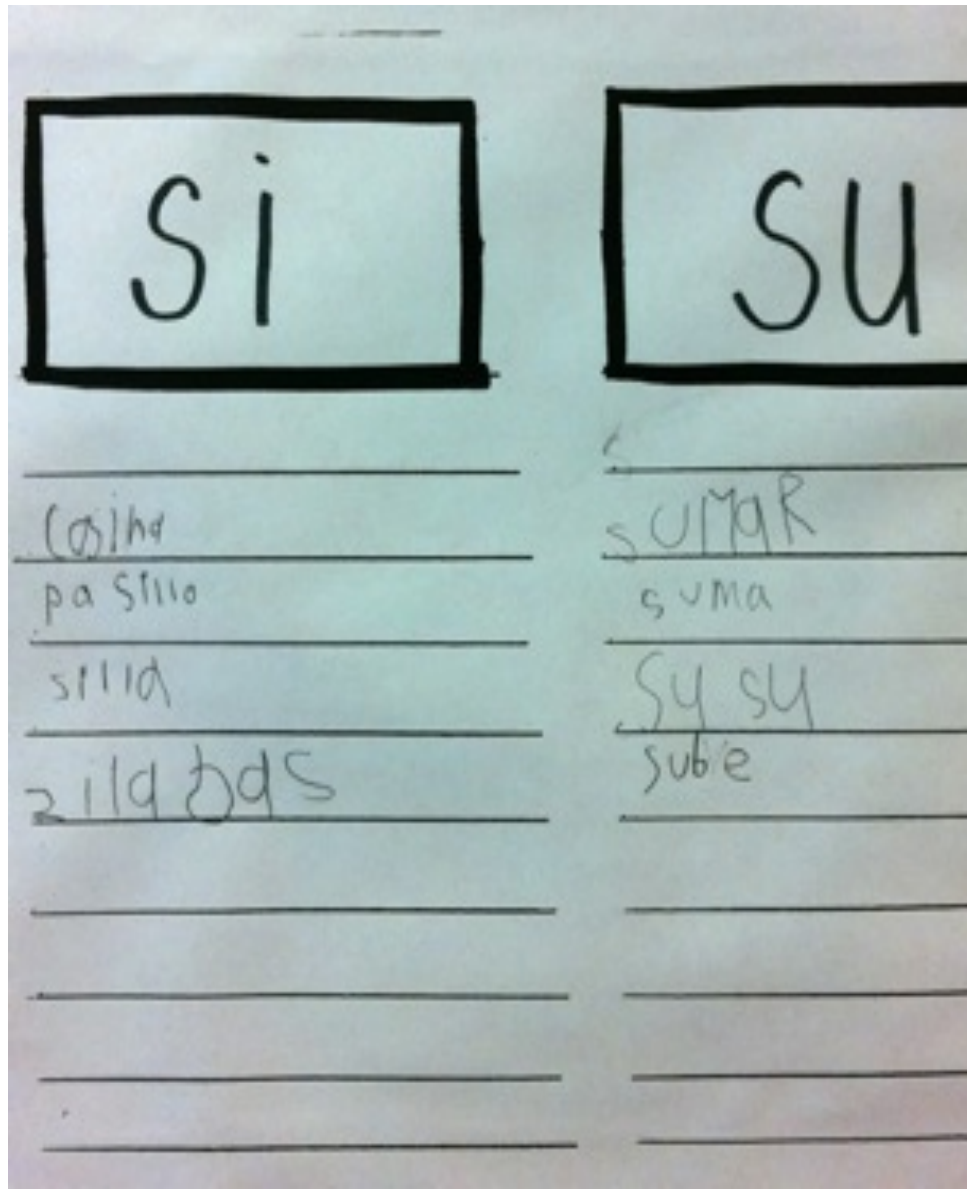


Kinder

ma	me	mi	mo	mu
mama mami Mamita Suma	Memo mesa Melissa	mami Mamita	Vamos Memo monstro moto	mujer

pa	pe	pi	po	pu
papá pato pan pajaro papa Sopa	pescado	pico	tipo topo	

Kinder



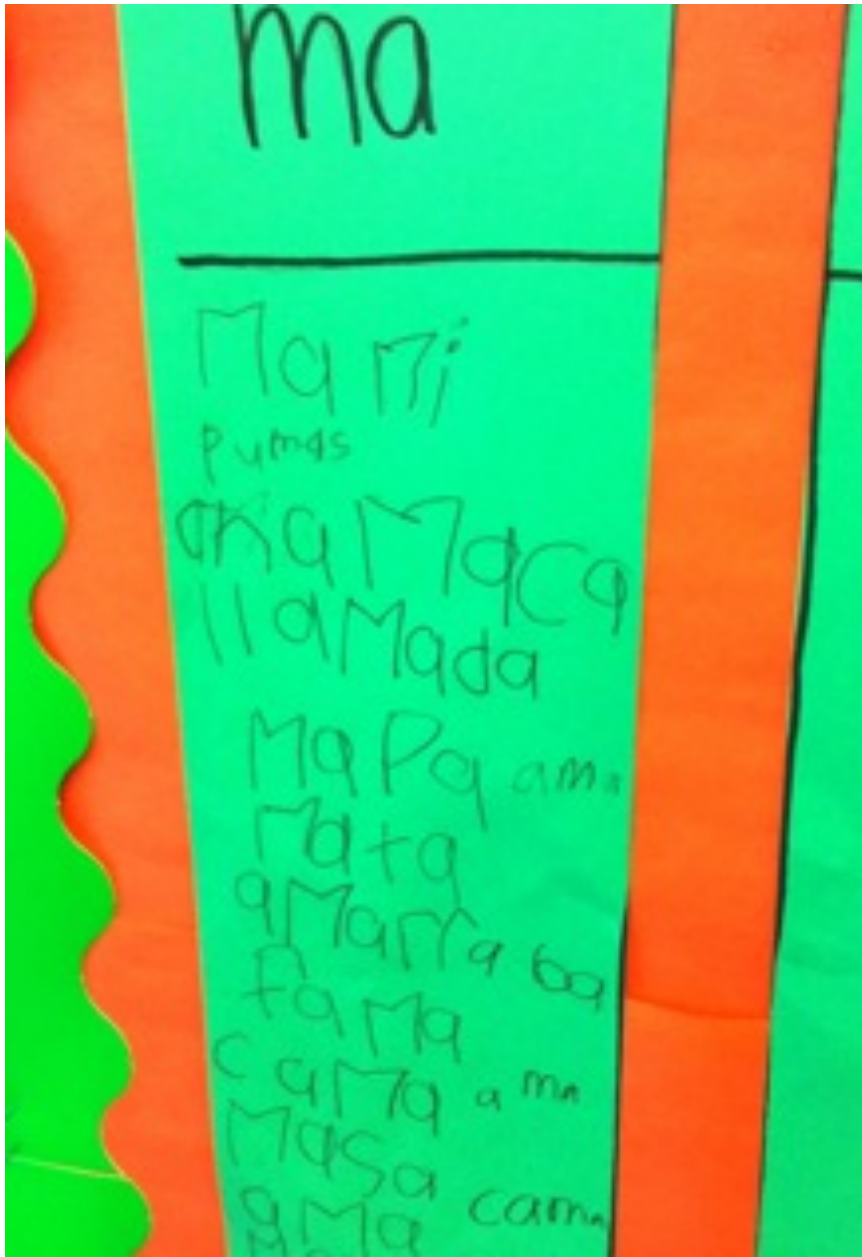
ma, me, mi, mo, mu

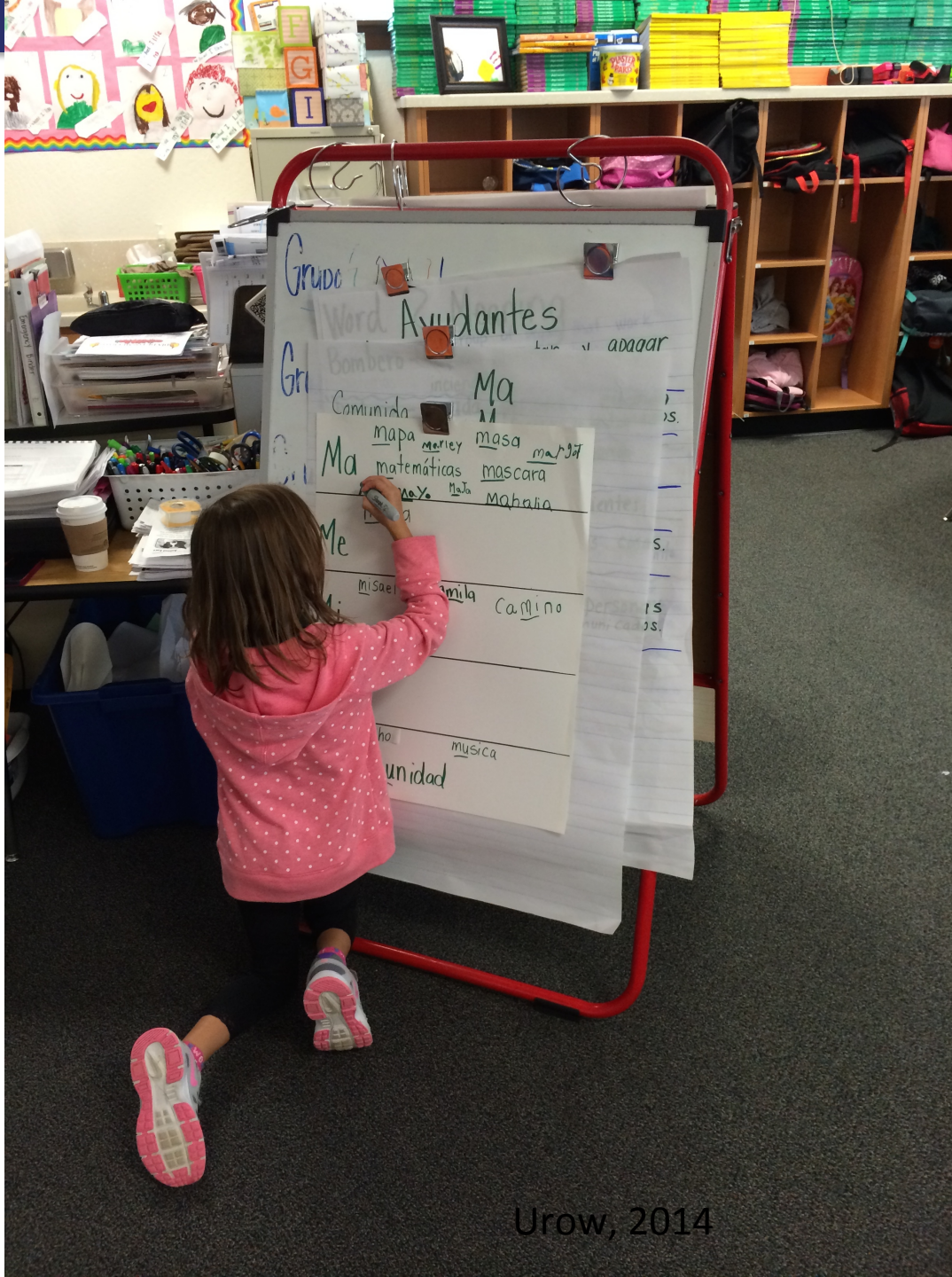
La mariposa monarca pone
huevos. La oruga come
mucho. La comida es una
hoja.

ma, me, mi, mo, mu

La **m**ariposa **m**onarca pone
huevos. La oruga **co****m**e
mucho. La **co****m**ida es una
hoja.

Kinder





Urow, 2014

Abby Barajas, 2rd
grade
Reno, NV

Me

MAMA mapa

Marley

masa mamá
ma/got

Ma

matemáticas

mas cara

maDihMa^{Ma}r^{Ma}z^{Ma}Ma^{Ma}Y^{Ma}Ma^{Ma}h^{Ma}i^{Ma}os^{Ma}Ma^{Ma}h^{Ma}al^{Ma}ia

Mesa memo

Me

misael

camila

Camino

Mi

mono

Mo

memo

Mucho

musica

Mu

Mu Comunidad

Abby Barajas, 2rd
grade
Reno, NV

ma, me, mi, mo, mu

pa, pe, pi, po, pu

sa, se, si, so, su

ta, te, ti, to, tu

...

ca, co, cu ce, ci