

Using Children's Literature to Meet Language and Literacy Standards in Integrated Biliteracy Units

Susan Pryor

teachingforbiliteracySP@gmail.com

www.TeachingForBiliteracy.com



@T4Biliteracy



Teaching for Biliteracy





Session Foci

- Why use children's literature?
- Why use *authentic* literature?
- How do you choose texts for a biliteracy unit?
- How can you use texts to develop language, literacy and content?

...and you will get to know
some really great books!



The Biliteracy Unit Framework (BUF)

Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development		Formative Assessment
Reading Comprehension • Guided Reading • Read aloud	Content Instruction	
Writing • Guided Writing • Writers’ Workshop		
Word Study and Fluency • Decoding • Phonics • Spelling		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		



Why use children's literature?

“Trade books are written by people who have something to say and hope their words appeal to readers who seek personal knowledge, insight, and pleasure ”

(Jacobs & Tunnell, 1996)



Why use children's literature?

Real stories by real authors are just
more interesting

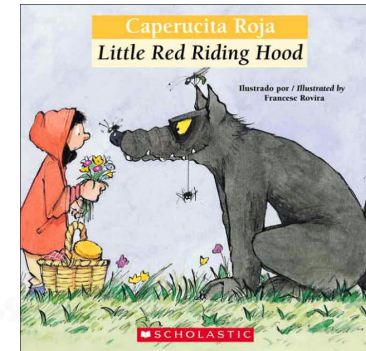
Real authors **go deep**
with the topics they write about

Real literature explores **complex themes**



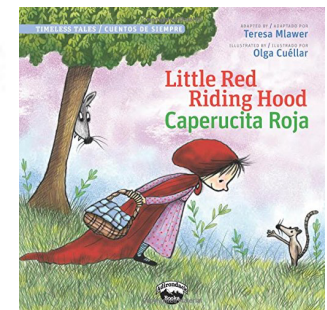
Why *authentic* texts?

Érase una vez una niña a quien todo
el mundo llamaba Caperucita Roja
porque siempre llevaba una capucha de color rojo.



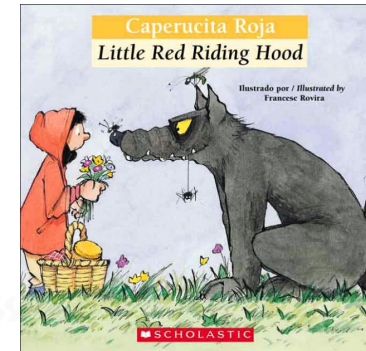
Había una vez una niña pequeña que vivía en una casita muy cerca
del bosque.

Todos la llamaban Caperucita Roja porque siempre llevaba puesta
una capa roja con caperuza que su abuelita le había hecho.



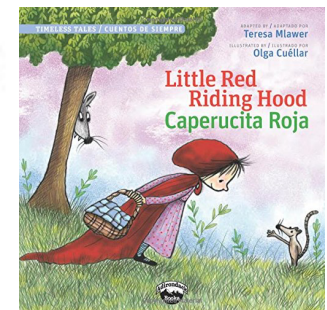
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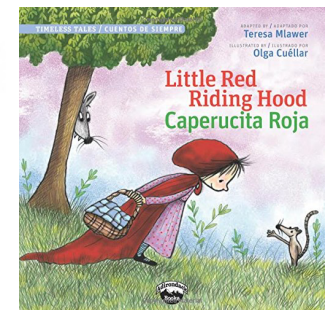
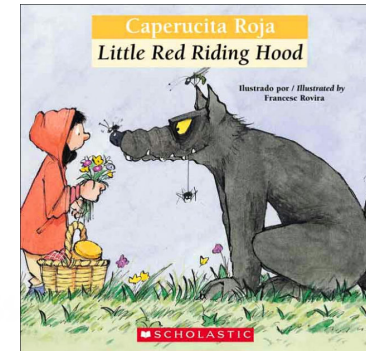


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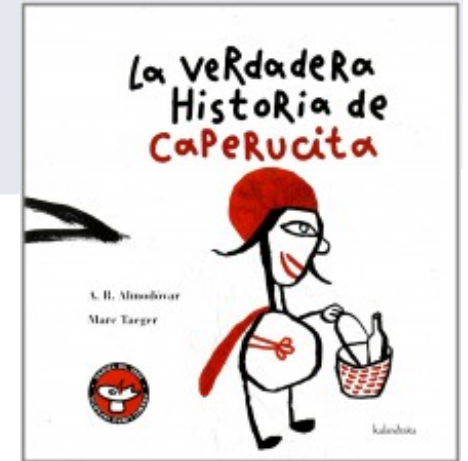


**What do we know about
Little Red Riding Hood?**



Why authentic texts?

Había una vez una niña muy guapa que vivía en un pueblecito, cerca de un bosque.

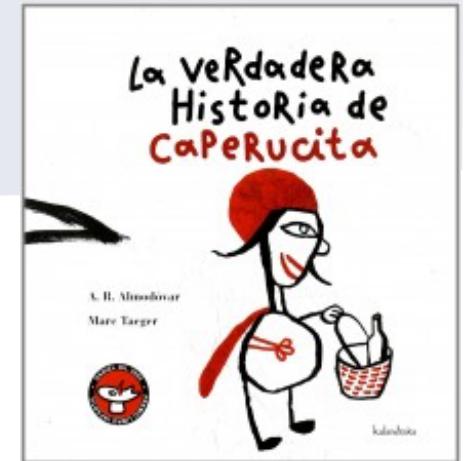


La llamaban Caperucita, o Caperucita Roja, porque su abuela, que vivía en otro pueblo de por allí, le había regalado una capa de ese color, con una capucha para el frío.

A la niña le gustaba tanto aquella prenda que a todas las horas se la quería poner. Pero su madre le había dicho que era solo para salir de casa, lo cual no ocurría mucho a menudo.



Why *authentic* texts?



Había una vez u
vivía en un puel

La llamaban
porque su ak
por allí, le ha
color, con un



e
isque.

ta Roja,
pueblo de
de ese

**What do we know about
Little Red Riding Hood?**

de casa, lo cual no ocurría mucho a menudo.



Why *authentic* texts?

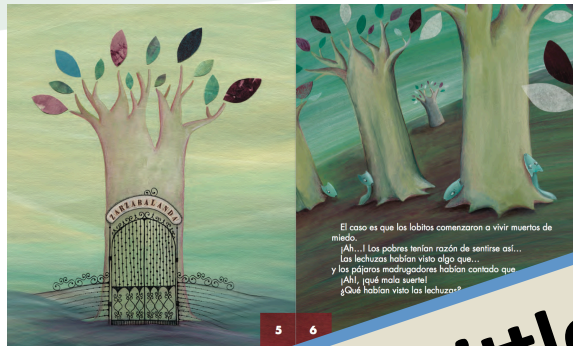
En el bosque de Zarzabalanda –precioso bosque que queda bastante lejos de aquí– había una vez en la que la paz era la reina del lugar. Sus habitantes convivían felices y contentos: desde los troncos más anchos y las copas más altas hasta las hierbas más delicadas... desde los osos más corpulentos hasta la más frágil de las mariposas. Todos, felices y contentos.

Las personas no habían penetrado aún en ese bosque y a este cuento habría que colocarle –ya mismo– el cartelito de “colorín colorado” si no fuera porque llegó un día en el que esa paz, esa tranquilidad del “había una vez” del principio se convirtió en “otra vez”. Y esa “otra vez” empezó un tiempo de miedo en el bosque de Zarzabalanda.

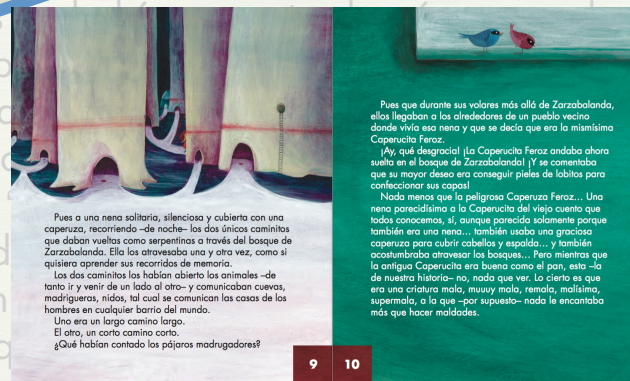
Claro que únicamente para los lobitos, pero miedo al fin... por lo que la maravillosa paz, de la que todos disfrutaban hasta entonces, pasó a ser un recuerdo.



Why *authentic* texts?



Where **is** Little Red Riding Hood?



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<http://www.loqueleo.com/ar/uploads/2016/04/lobo-rojo-y-caperucita-feroz.pdf>



Why authentic texts?

Discourse patterns vary among languages.

Students need exposure and experience with the discourse patterns of both languages in order to develop their biliteracy.

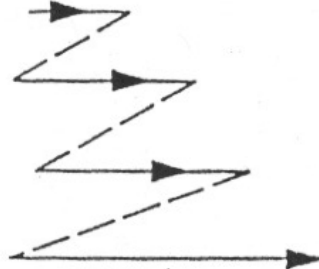


Why *authentic* texts?

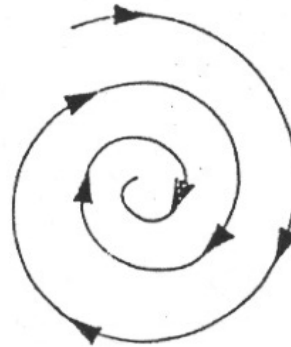
English



Semitic



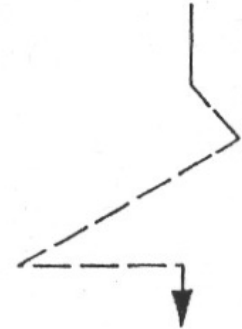
Asian



Romance



Russian



**"...linear,
tolerating little
deviation from
one main path
of expository
development."**

**"...use parallel
restatements
of an idea to
develop it."**

**"...spiral in
around a thesis,
avoiding a head
on attack as too
direct."**

**"...proceeds to a
point via
digressive
zigzags that, to
English
speakers, seem
extraneous and
confusing."**

**"...do likewise
[as Spanish],
but with
complex mega-
sentences."**

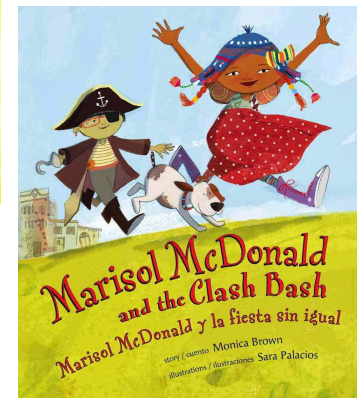
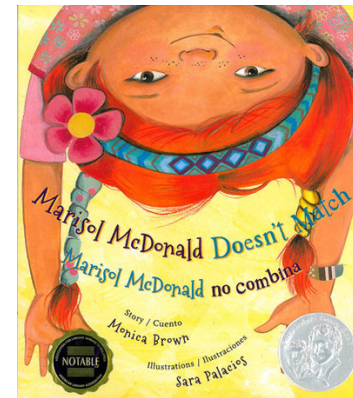


How do you choose texts?

Important Considerations

Authentic vs. Translated Texts

- Language
- Culture
- Personal Relevance





*"Reading the world always precedes reading the word,
and reading the word implies continually reading the world."
(Freire, 1987)*



How do you choose texts?

Important Considerations



Quality of Translation

- Where was the text translated?
- Does the translation go beyond literal translated?
- Does the language flow?
- Does the translation preserve the linguistic complexity and rigor of the original ?

How do you choose texts?

Important Considerations

Quality of Translation

- Where was the text translated?

!When in doubt, ask an Elena!

...maybe 2 or 3 Elenas

- Does the translation preserve the original meaning and literal translated?
- Does the translation preserve the original flow?
- Does the translation preserve the complexity and rigor of the original?



How do you choose texts?

Important Considerations



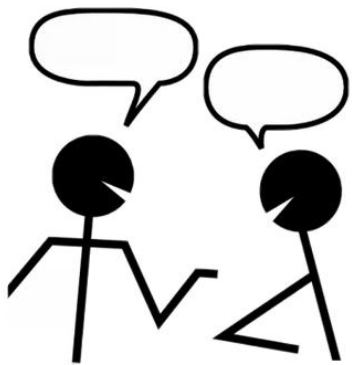
Features that counterbalance linguistic complexity and can function as scaffolds

- repetitive text
- particularly detailed pictures
- a familiar topic

How do you choose texts?

Important Considerations

Consider the complexity of the language in relation to your students' language levels



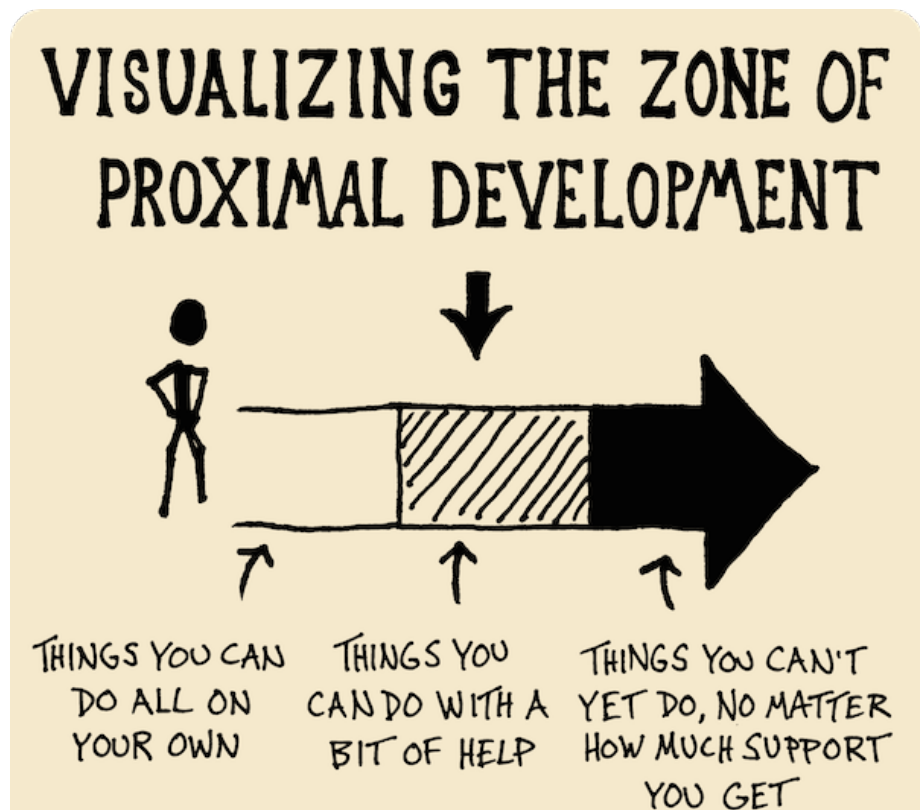
Why should we consider this?

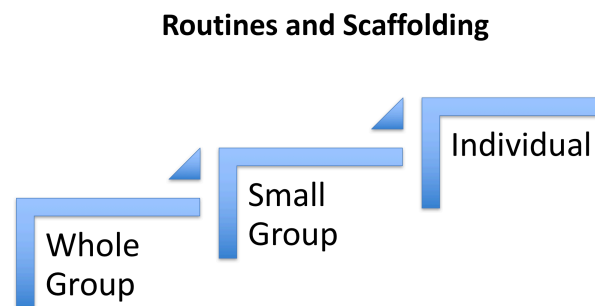
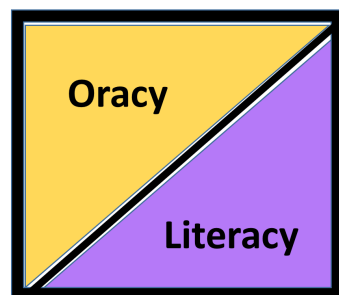
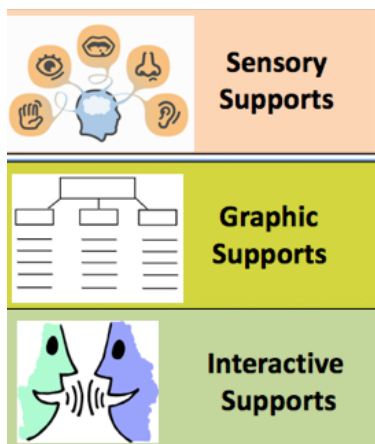
How do you choose texts?

Important Considerations



If there is a mismatch,
we need to do more
to scaffold **ACCESS** to
the text...





How can you use texts to develop language, literacy and content?

Using Children's Literature to Meet Language and Literacy Standards in Integrated Biliteracy Units	
Title: _____ Author: _____	
☐ Literary ☐ Informational	
Element	Notes
The Story or Topic • What is this text about? • What happens in the story? • What's the main idea (informational) or central message? (literary)?	
Language • What language (words, phrases) might be new or tricky for students? • What language is crucial to students' understanding of the text? • What language is scaffolded in the text by photographs or illustrations? • What language do I need to build oracy for before reading this text? • How will I build that oracy? • What language will also be useful for students to know outside of the reading of this text and into other topics and units in the future?	

How can you use texts to develop language, literacy and content?

The Story or Topic



How can you use texts to develop language, literacy and content?

Language



How can you use texts to develop language, literacy and content?

Language

Tier 1



Brown

Tier 2



**Sand
Khaki
Copper**

Tier 3



**Almond
Antique Brass
Beaver
Tumbleweed
Chestnut**



**How can you use texts to develop
language, literacy and content?**

Language
What Language Do Students Need...

- For Comprehension
- For Participation
- For Communication
- For Demonstration of Knowledge

**...in the Context of This Unit,
...and Beyond ?**

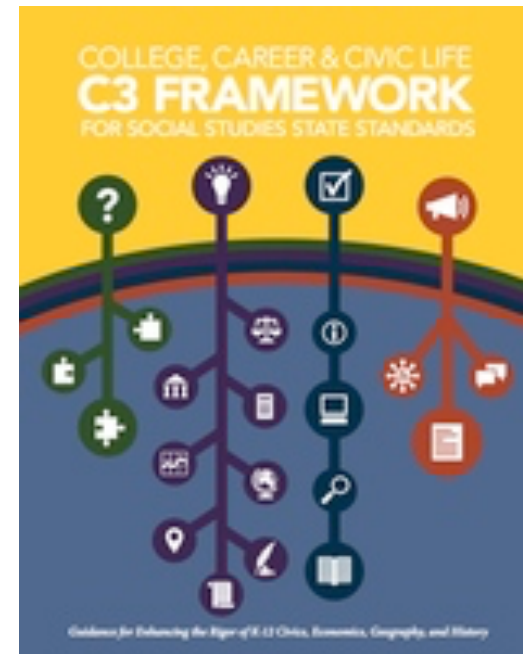
How can you use texts to develop language, literacy and content?

Content

<https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx>



<https://www.nextgenscience.org/overview-topics>





Content Big Idea

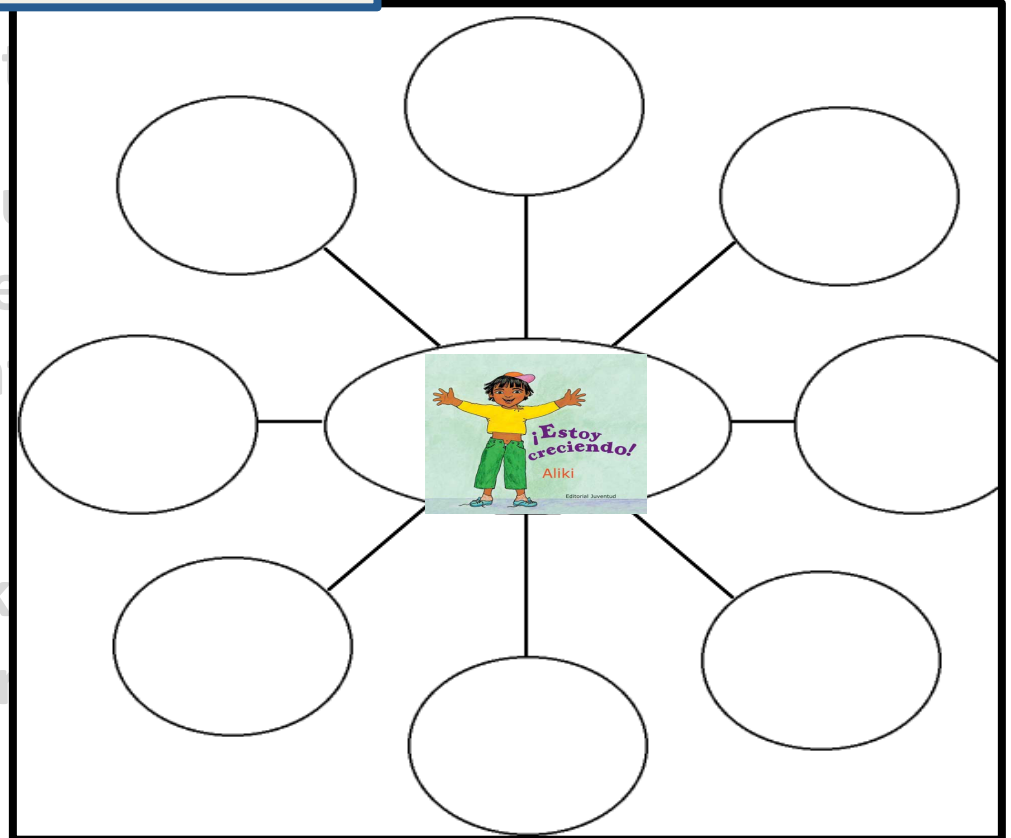
*I want my students to understand that
people grow and change over time.*

C3 Framework

History

SS.H.1.1

Create a
chronological
sequence of multiple
events.



How can you use texts to develop language, literacy and content?

Literacy



COMMON CORE en Español

State Standards Initiative Translation Project

<https://commoncore-espanol.sdcoe.net/CCSS-en-Español/SLA-Literacy>



Literacy Big Idea

*I want my students to understand that when reading literary texts, it is important **to identify characters, setting, and events** in order to **describe the text** so they can **write narratives** about their own lives.*

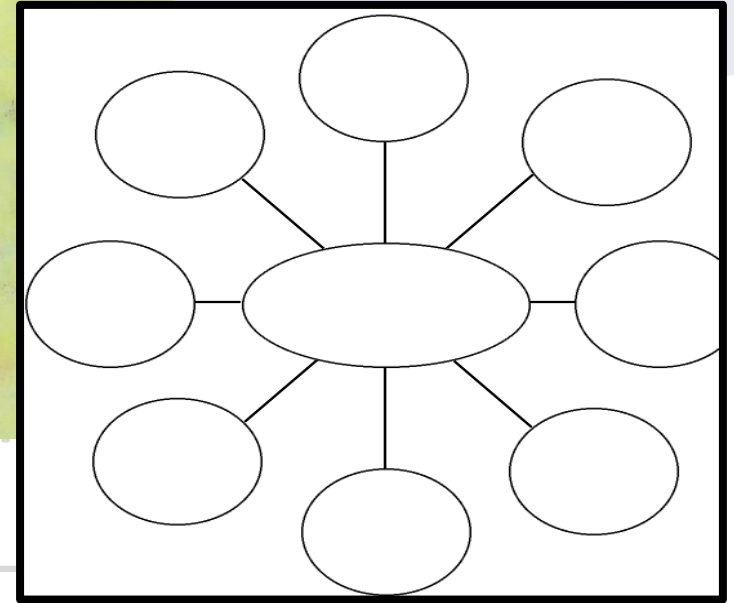
Reading

RL.1.3 Describe the characters, settings, and major events in a story, using key details.

Writing

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.





Students then talk to their partner about who was in the story.

The teacher calls them back together, and they make a bubble map of the characters. The teacher models how to use the illustrations to learn more about each character using the picture of the big sister.

She then shows several pages with illustrations of the baby and has students talk to their partner about what they know





Nombre: _____

Mapa de cuento

Título: _____ _____	personajes: _____ _____ _____
Eventos: _____ _____ _____	Ambiente _____ _____ _____

Maestros-Espa © 2013

- Describe characters
- Identify major events
- Describe key details





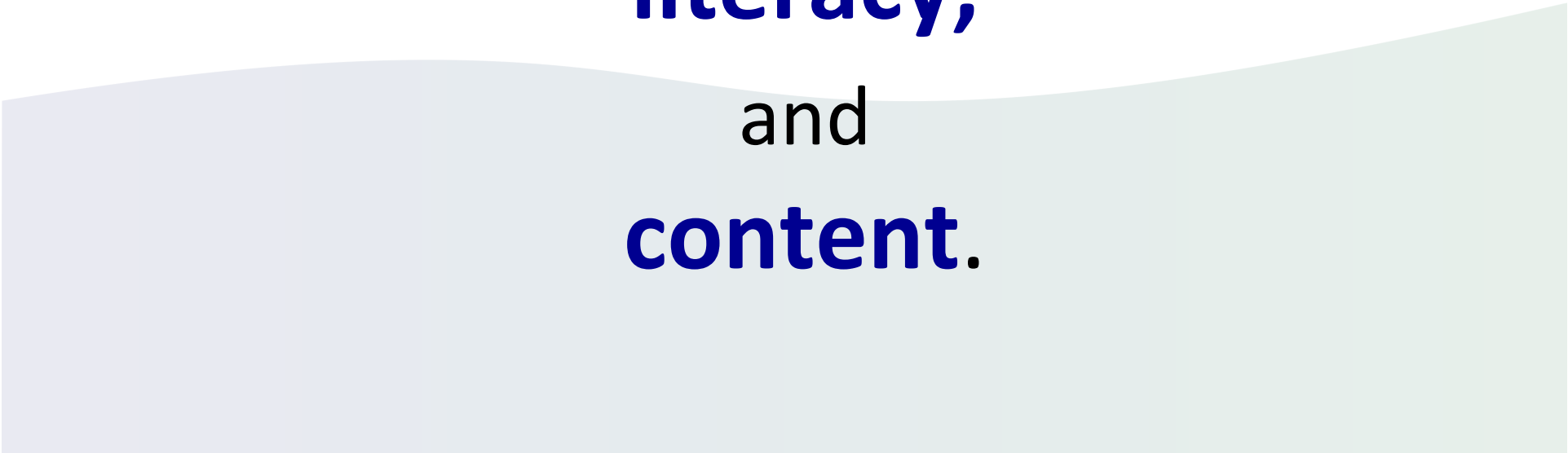
Teaching for Biliteracy means
always teaching

language,

literacy,

and

content.



¡Gracias!

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