

Thursday, June 29, 2017

How does instruction match the internal structure of the language?



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THE CENTER

AM - Thursday, June 29, 2017

How does instruction match the internal structure of the language?

- Reading and Writing
- Word Study and Fluency in Spanish: The *Dictado* and Other Authentic Strategies



Teaching for biliteracy is different than teaching for monoliteracy because

- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop biliteracy
- Spanish and English are each governed by different linguistic rules and cultural norms



Spanish and English are governed by distinct linguistic rules and cultural norms.

- **Spanish** and **English** are distinct at the word level
- **Spanish** and **English** are distinct at the discourse level

Me

MAMA

mapa

Marley

masa mamá got

Ma

matemáticas

mas cara

maDli

Marzma Y.

Math

Maestra

Mohalia

mesa

memo

Me

misael

camila

Camino

Mi

mono

Mo

memo

Mucho

musica

Sílabas

Si	Su
cosida	sumar
pasillo	suma
silla	sy sy
silabas	sube

Spanish and English are governed by distinct linguistic rules and cultural norms.

- **Spanish** and **English** are distinct at the word level
- **Spanish** and **English** are distinct at the discourse level
- Read beginning about halfway down the page on p. 11: *Teachers can also...* - read through bottom of p. 13
- Be prepared to share: One confirmation; one new learning

Language is identity – cultural norms

Our language is the reflection of ourselves.

- Cesar Chavez

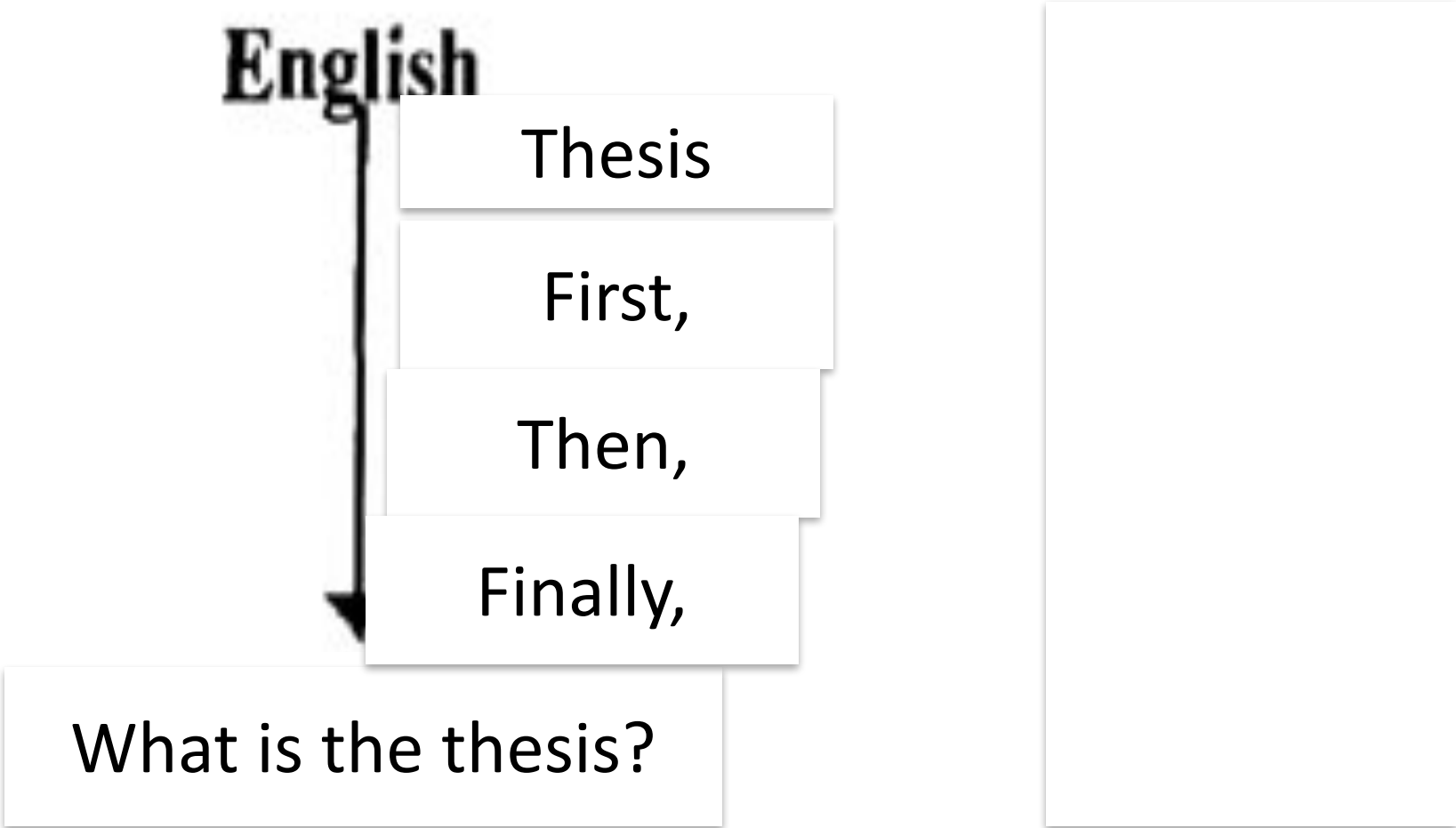


Spanish and **English** are distinct at the discourse level – top of p. 102

- fewer sentences
- longer sentences
- more “run-on” sentences
- more repetition and rephrasing
- little use of enumeration
- more derivations from main themes

Spanish and **English** are distinct at the discourse level – top of p. 102

English



```
graph TD; English[English] --> Thesis[Thesis]; Thesis --> First[First,]; First --> Then[Then,]; Then --> Finally[Finally,]; Finally --> Question[What is the thesis?];
```

Thesis

First,

Then,

Finally,

What is the thesis?

Spanish and **English** are distinct at the discourse level – top of p. 102

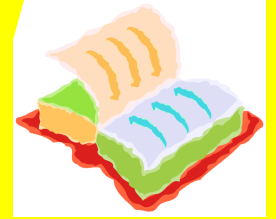
English

Romance

Derivations from
main theme

Repetition and
rephrasing

Multiple examples so the
reader can draw their
own conclusions



Which discourse pattern?

Chlorophyll is the molecule that absorbs sunlight and uses its energy to synthesize carbohydrates from CO₂ and water.

La clorofila – que es una sustancia orgánica – capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Spanish and English are governed by distinct linguistic rules and cultural norms.

- **Spanish** and **English** are distinct at the word level
- **Spanish** and **English** are distinct at the discourse level
- Why is it important that we recognize that Spanish and English are different at the discourse level?
- What are the programmatic and instructional implications of the differences between Spanish and English at the discourse level?

All students of Spanish literacy in the United States should understand that there are different discourse patterns in written text.

Theme

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

Standards:

- Content Area Standards
- English Language
- Spanish Language

Specifically build oracy – at the sentence and discourse level

Building Oracy and Background Knowledge

- Interactive, hands-on
- Vocabulary Development

Building Comprehension

- 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

Formative Assessment

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 Oralacy and Fluency

- Intentional Vocabulary
- Guided Reading
- Read aloud

Writing

- Guided Writing
- Writers' Workshop
- Dictation
- Phonics

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

**Read authentic texts – texts
written in Spanish in Latin
America and Spain**

Formative Assessment

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 Oralcy and Fluency • Intentional Vocabulary Reading Comprehension • Guided Reading • Read aloud Writing • Guided Writing • Writers' Workshop Phonics and Spelling • Decoding • Phonics		Formative Assessment
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Read texts translated from English to Spanish

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 Oralacy and Fluency • Intentional Vocabulary Reading Comprehension • Guided Reading • Read aloud Writing • Guided Writing • Writers' Workshop Phonics and Spelling • Decoding • Phonics		Formative Assessment
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Read texts written in Spanish in the United States

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 Oralacy and Fluency • Intentional Vocabulary Reading Comprehension • Guided Reading • Read aloud Writing • Guided Writing • Writers' Workshop Phonics and Spelling • Decoding • Phonics		Formative Assessment
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Writing in different discourse styles.

Spanish and **English** are distinct at the **discourse** level – instructional implications

- Oracy in anticipation of literacy (reading and writing)
- Continued use of strategies that build oracy during reading and writing
 - Say Something – p. 95
 - LEA - p. 57-60; 94; 104-106
- Routines for Daily Reading and Writing
 - Sustained Silent Reading (p. 95 - 7)
 - Dialogue Journals (p. 106 – 7)

Page 3 – Handouts from Monday

Biliteracy Strategy	Page in <i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	Notes
Say Something	p. 95	
LEA	p. 57-60; 94; 104-106	
Sustained Silent Reading	p. 95-97	

Page 3 – Handouts from Monday

Biliteracy Strategy	Page in <i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	Notes
Dialogue Journals	p. 106-7	

Spanish and **English** are distinct at the **discourse** level – instructional implications

- Oracy in anticipation of literacy (reading and writing)
- Continued use of strategies that build oracy during reading and writing
 - Say Something – p. 95
 - Fishbowl – p. 82 – Used to model another strategy or activity (word sort, say something, center activity)

Las rocas sedimentarias representan más de tres cuartos de las rocas que se encuentran en la superficie de la Tierra. Se forman en la superficie de medio ambientes tales como, las playas, los ríos, y océanos, y en cualquier parte en donde se acumulen la arena, el barro y cualquier otro tipo de sedimento.