



Teaching for Biliteracy: Strengthening Bridges between Languages

Dual Language Washington

WABE and OSPI

Dual Language Institute

Tacoma Convention Center, Tacoma, WA

October 29, 2016

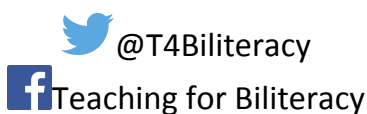
8:30 a.m. to 3:30 p.m.

Agenda:

1. Introductions
2. The three premises for teaching for biliteracy and latest research
3. Exploring the Bridge within a Multilingual Perspective of Language Ability
4. Identifying the Strategic Use of Two Languages
5. Experiencing and Creating Bridges: Comparing and Contrasting Spanish and English
6. Exploring biliteracy units using the Biliteracy Unit Framework
7. Closure

The accompanying Power Point presentation is available at:

[www.teachingforbiliteracy.com \(Resources/Handouts\)](http://www.teachingforbiliteracy.com (Resources/Handouts))



Presenter:

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Teaching for Biliteracy - Trivial Pursuit

Find someone who...

1. Is a sequential bilingual (knew one language first and then added on a second)_____.
2. Became a teacher outside the mainland United States _____.
3. Is a simultaneous bilingual who learned literacy two languages at the same time_____.
4. Involves students in creating the anchor charts in the learning environment _____.
5. Teaches in Spanish_____.
6. Can describe what a "Bridge" is _____.
7. Has a cognate wall in their classroom. _____.
8. Prefers to integrate literacy instruction with content area instead of keeping it separate._____.
9. Works to elevate the status of Spanish in the classroom and school _____.
10. Feels comfortable with "U.S. Spanish" _____.
11. Has lived outside of the United States_____.
12. Has an "informal/formal" word wall in Spanish along with word walls focused on the Spanish "tricky letters"._____.
13. Uses the standards to guide instruction and unit development (as opposed to programs or materials)_____.

Language Acquisition Programs

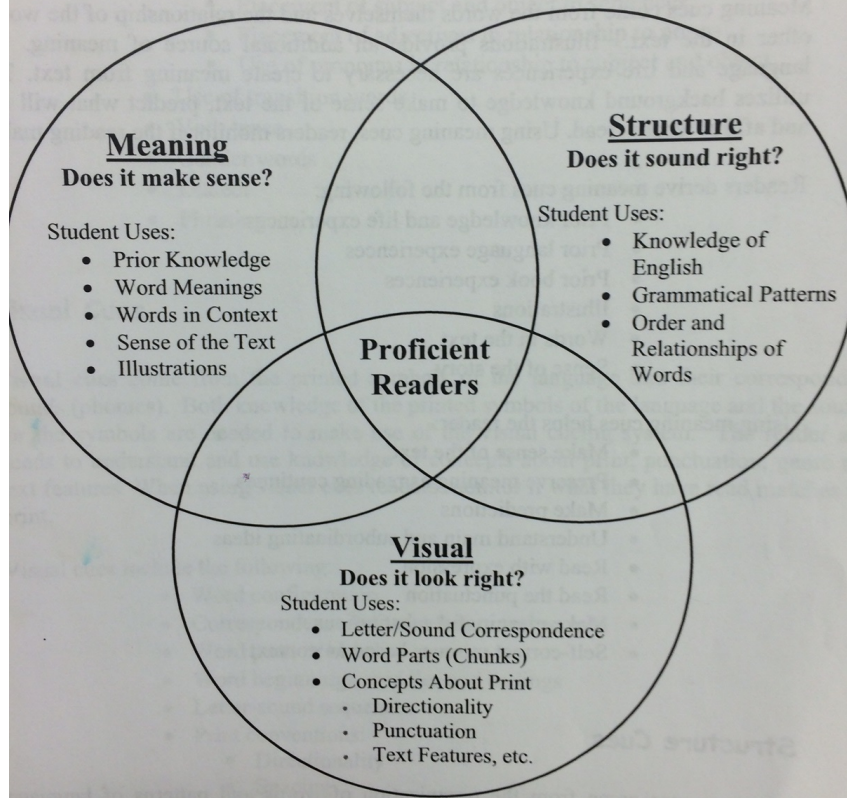
Language Acquisition Program	Students	Goals
Dual Language: Two Way Immersion	- Green Students – students who enter the program as monolingual Spanish/Chinese speakers (ELLs) - Blue Students – students who enter the program as monolingual English speakers (non-ELLs) - Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs - Other ELLs (Urdu speakers, for example) - Other bilingual, non-ELLs (Tamil/English bilinguals, for example)	High levels of biculturalism, bilingualism, biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion Also known as Developmental Bilingual, Maintenance or Late-Exit Bilingual	- Green Students – students who enter the program as monolingual Spanish/Chinese speakers (ELLs) - Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs	High levels of biculturalism, bilingualism, biliteracy and academic achievement in both languages.
Transitional Bilingual Education (TBE)	- Green Students – students who enter the program as monolingual Spanish/Chinese speakers (ELLs) - In some instances, AND Blue/green students – students who enter the program with linguistic resources in both languages – identified ELLs	High levels of language and literacy development in English and high academic achievement in English.

Green Students: Language Minority Students (A non-English language is spoken at home) – *Sequential Bilinguals*

Blue Students: Language Majority Students (English is spoken at home) – *Sequential Bilinguals*

Blue/Green Students: Usually Language Minority Students (A mixture of English and a non-English language is spoken at home; or, children speak non-English language to parents and English to siblings or a combination thereof) *Simultaneous Bilingual*

Three Reading Cues



ELPA 21 – WIDA: Language Proficiency Levels

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reading
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text	
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing	

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

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. (<i>"Está frizado."</i>)	Developing bilinguals are expected to use what they know in both languages (<i>"El perro está barqueando."</i>)
	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 they 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.

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

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		Formative Assessment
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		

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A

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

Sample Biliteracy Unit

Standards:

Big Ideas:

Linguistic Space	Strategies	Comments/Notes
Spanish		
The Bridge		
English		

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.

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

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 <i>papá</i>) but also the diacritic accent (<i>mí</i> vs. <i>mi</i>). 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).

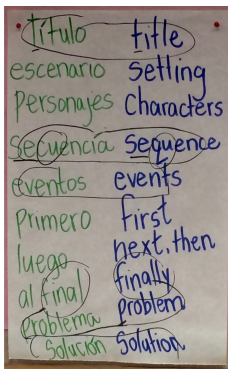
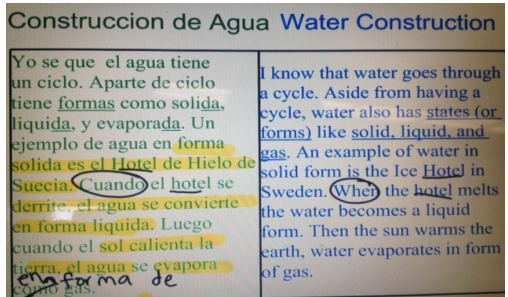
Strategy Description	Example	Comments												
Spanish and English Illustration or Side-by-Side: - Students select key words in Spanish that represent their learning. - Using concrete strategies, the teacher provides students with the English equivalent to the Spanish words and guides students in 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 <table><tr><th>Spanish</th><th>English</th></tr><tr><td><i>La moraleja</i></td><td>Morale of the story</td></tr><tr><td><i>Lo bueno contra lo malo</i></td><td>Good versus Evil</td></tr><tr><td><i>Personajes estáticos</i></td><td>Static characters</td></tr><tr><td><i>Características</i></td><td>Characteristics</td></tr><tr><td><i>Patrones recurrentes</i></td><td>Recurring patterns</td></tr></table>	Spanish	English	<i>La moraleja</i>	Morale of the story	<i>Lo bueno contra lo malo</i>	Good versus Evil	<i>Personajes estáticos</i>	Static characters	<i>Características</i>	Characteristics	<i>Patrones recurrentes</i>	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.
Spanish	English													
<i>La moraleja</i>	Morale of the story													
<i>Lo bueno contra lo malo</i>	Good versus Evil													
<i>Personajes estáticos</i>	Static characters													
<i>Características</i>	Characteristics													
<i>Patrones recurrentes</i>	Recurring patterns													
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 <table><tr><th>Spanish</th><th>English</th></tr><tr><td><i>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.</i></td><td>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.</td></tr></table>	Spanish	English	<i>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.</i>	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.								
Spanish	English													
<i>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.</i>	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.													

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
 El ciclo de la naranja orange Seit Seed arbol t tree ciclo cycle	 • Título title • escenario Setting Personajes Characters Secuencia Sequence eventos events Primero First luego next, then al final finally problema problem Solución Solution	 Construcción de Agua Water Construction Yo se que el agua tiene un ciclo. Aparte de ciclo tiene formas como solida, liquida, y evaporada. Un ejemplo de agua en forma solida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma liquida. Luego cuando el sol calienta la tierra, el agua se evapora en forma de gas. I know that water goes through a cycle. Aside from having a cycle, water also has states (or forms) like solid, liquid, and gas. An example of water in solid form is the Ice Hotel in Sweden. When the hotel melts the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.

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)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
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., <i>¡Me encanta!</i> – I love it!) Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution) In Spanish accents change the meaning of words (e.g., <i>el Papa vive en Roma</i>; <i>la papa es deliciosa</i>; <i>mi papá es muy trabajador</i>) Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. <i>¡Voy!</i>) Adjective follows the noun in Spanish and precedes it in English (e.g., <i>centímetros cuadrados</i> – squared centimeters) English contains possessive nouns; Spanish does not (e.g., my grandmother’s house – <i>la casa de mi abuela</i>)
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 word “old” in Spanish because it has negative connotations (<i>¿Cuántos años tienes?</i>) Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i>. Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i>. 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, see the handout "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:
 - “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
 - I want my students to understand that when reading (select either informational or literary texts) it is important to (identifies skills in reading standards 2-9) in order to write (identifies writing standard 1, 2, or 3) 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:

Cantos y juegos

Beatriz Aguilar: De tñ 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

- Escamilla, K. (1999). Teaching literacy in Spanish. In R. DeVillar & J. Tinajero (Eds.), *The power of two languages 2000* (pp. 126–141). New York: Macmillan/McGraw-Hill.
- Potowski, K. (2010). Language diversity in the USA: Dispelling common myths and appreciating advantages. In K. Potowski (Ed.), *Language diversity in the United States* (1–24). New York: Cambridge University Press.
- Potowski, K. (2005) *Fundamentos de la enseñanza del español a hispanohablantes en los EE.UU.* Madrid: Arco Libros.
- Potowski, K. (2015) *El español de los Estados Unidos* . Cambridge: United Kingdom. Cambridge University Press.

Páginas de internet:

Reglas gramaticales:

- 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.teachingforbilitery.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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