

Books for Biliteracy: Using Authentic Spanish Texts to Support Biliteracy Development Illinois Conference for Teachers of Linguistically and Culturally Diverse Students, 2015

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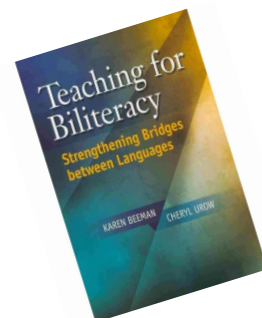
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Planning for Instruction - Standards

CCSS ELA 4.6 – 4th Grade, **Craft & Structure:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

Composición y Estructura: Comparan y contrastan el punto de vista desde el que se narran diferentes cuentos, incluyendo la diferencia entre las narraciones en primera y tercera persona.



Using Mentor Sentences to Increase Biliteracy

Ideas adapted from: Everyday Editing by Jeff Anderson with Books del Sur's authentic Spanish books.

How to:

Reading Instruction

1. Teacher determines standards-based focus of instruction – *Point of View*, CCSS 4.6
2. Teacher guides students to collect mentor sentences with a pre-selected text

Considering Resources - Original or Translation?

Ejemplo 1:

Estoy muerta, en mi vida quiero volver a viajar. Desde que salimos de Santiago hacia Punta Cana, por lo menos han pasado unas mil horas (sé que no es tanto, apenas salimos ayer por la mañana, pero así me siento). Me duele todo, desde la cabeza hasta la uña del dedo chico de los pies. Más encima, no encuentro forma de acostumbrarme a este calor tan raro.

Ejemplo 2:

-Nuestra tierra está viva. Susana – dijo Papá, mientras la llevaba de la pequeña mano por las suaves colinas del viñedo.

Vides frondosas tapizaban los emparrados, y las uvas estaban maduras. Susana tenía seis años y le encantaba caminar con su papá por las hileras sinuosas, levantar la vista y ver en sus ojos el amor que él sentía por su tierra.

3. Teacher facilitates conversation about what students notice about the mentor sentences

Oraciones de comenzar	Student Sentence Prompts:
• Yo sé que es en _____ persona porque...	• I know that this is written in ____ person because
• Las palabras del texto que apoyan mi respuesta son...	• The words in the text that support my answer are ...
• Creo que el autor escogió escribir el cuento en _____ persona porque...	• I think that the author decided to write the story in ____ person because ...
• Este cuento se narra desde el punto de vista de...	• This story is narrated from the point of view of
• Si el cuento se narrara desde el punto de vista de____, entonces...	• If the story were narrated from the point of view of _____, then...
• Creo que el autor escogió escribir el cuento desde el punto de vista de ____ porque...	• I think that the author chose to write from _____'s point of view because...

4. Students collect mentor sentences independently

Books del Sur's Authentic Spanish Texts for Point of View - www.booksdelstore.org

Marilú ¿quién eres tú?	K – 2
Mi abuela no es la de antes	1 - 3
Un perro confundido	2 – 3
¡Hay que salvar a Sole!	4 - 5
Mac, el microbio desconocido	4 – 5

5. Teacher facilitates conversation about what students notice about the mentor sentences they collected

Writing Instruction

- Teacher models then instructs students to imitate the mentor sentences
- Students write
- Students share imitations
- Teacher & students discuss imitations and give feedback
- Students start thinking more about writing while reading!

Original English Text from Esperanza Rising by Pam Munoz Ryan

"Our land is alive, Esperanza," said Papa, taking her small hand as they walked through the gentle slopes of the vineyard. Leafy green vines draped the arbors and the grapes were ready to drop. Esperanza was six years old and loved to walk with her papa through the winding rows, gazing up at him and watching his eyes dance with love for the land.