

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish/Polish
- Students maintain Spanish/Polish
- Materials, instruction, and classroom assessments in Spanish/Polish
- Literacy instruction in Spanish/Polish
- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish all year in K-3)



la



la niña

el



el niño

las



las niñas

los



los niños

Yamilette Sosa, Alsip, IL.

Me

marley

masa mamá ma got

Ma

matemáticas

mas cara

maDil Marz may • Maj ^{MaJa} Mah ^{MaJa} Maha ^{MaJa} Maha ^{MaJa} Maha

Mesa memo

Me

misael

camila

Camino

Mi

Mimi

mono

Mo

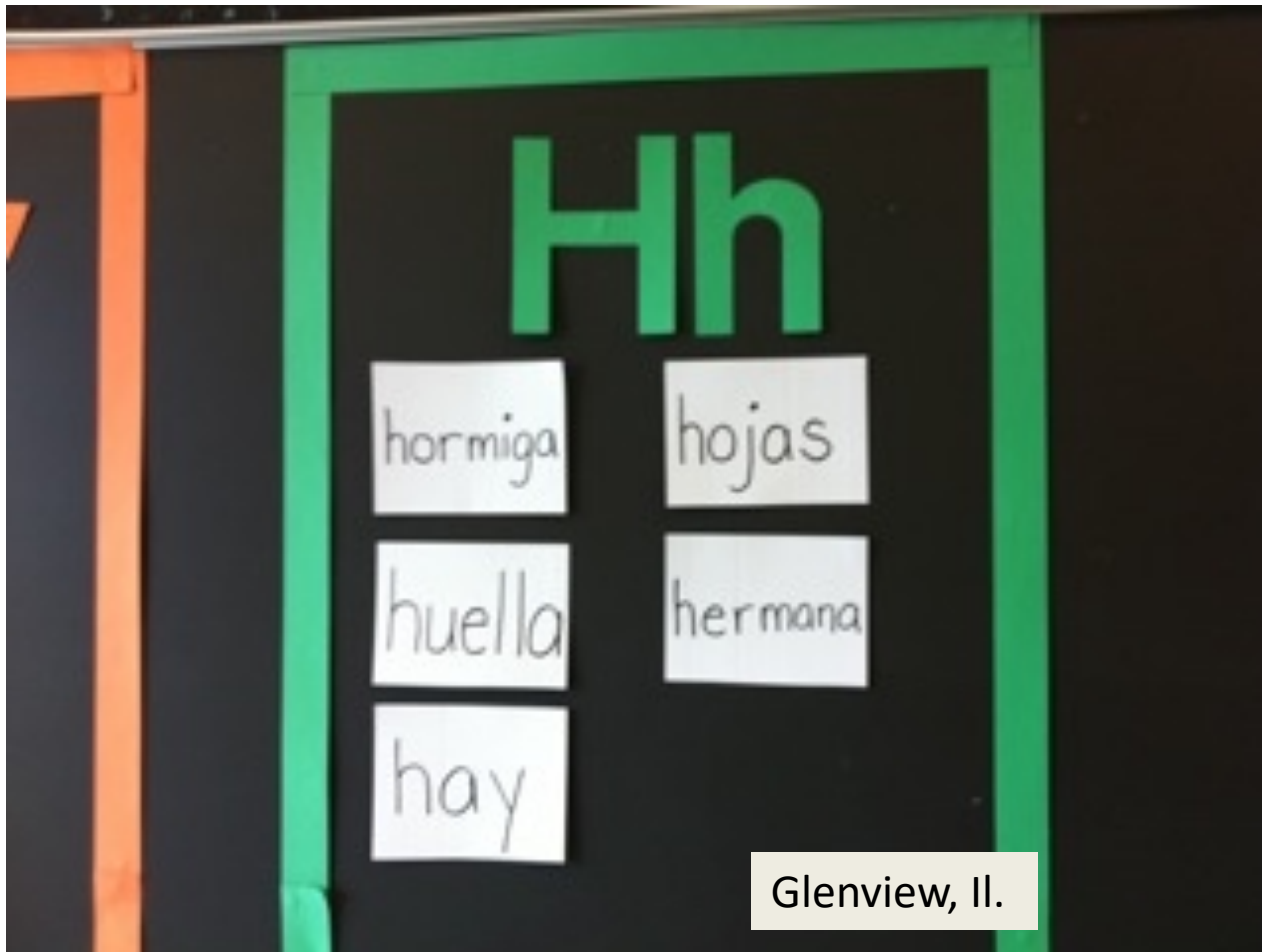
memo

Mucho

musica

Mu Comunidad

La h muda



La “b” y la “v”



Vv (vaca)

resolver
vista

valiente
sobrevivir
sombra
sirve
llevar
savia

Bb (burro)

buenos
debemos
problema
libertad
Ruby albura
hábitat

Sobrevivir
intercambiar
10/1/50

cambiar
árbol
6005



WILD
JIM ARNOSKY

C (cine)

S (sonido)

Z (zapato)

Consecuencia

decisión

hacer

Sinceramente

Caperucita

ciudad

ciudadano

reciclaje

Científicos

Contrastar

recicla

proceso

piso

peso

sopa

Consecuencia

decisión

resolver

Sinceramente

Segundo

so que vivit

Sistema

ecosystem

escalados

Serpentinean

asado

Usaria

Rambta

lombríz

empesar

cofteza

Zancuda

Crystal Ramos, Kennewick, WA

El ambiente es el

10-2-2015

lugar donde la
historia ocurre.

La selva tropical es
húmeda y llena de
árboles.

Example:

**Spanish “a la Spanish”. Dictado
in DL – Can be used through
High school and can be done in
English.**

Acento(í)

Tildes(ñ)

Diéresis (ü)

decisión
¿dónde?

También

hábitat

ecosistema

ficción

no ficción

árbol

clorofila

fotosíntesis

Después

Acento

Significado

papá 

mamá 

También

Después

Sin Acento

Significado

papa 

mama 

Lenguaje formal Ud.



un lugar formal

almuerzo
camión



un ~~lugar~~ ^{persona} formal

su yo

¿Cómo está?

Puede _____.

Tiene _____.

Lenguaje informal tú



un lugar informal



lonche
troca

+ u yo



un personas informal



¿Cómo estás?

Puedes _____.

Tienes _____.

¿Cómo se dice ____ en español?

¿Puedes ayudarme con ____ por favor?

¿Puedo ir a la biblioteca, por favor?

¿Puedo ir a tomar agua, por favor?

¿Puedo ir al baño, por favor?

¿Por favor me prestas tu ____?

¿Por favor puedo usar tu ____?



Guadalupe Zavala, Kennewick, WA

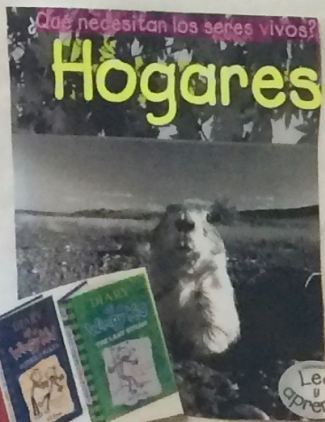
Title
título ↓

Características del texto

Text features

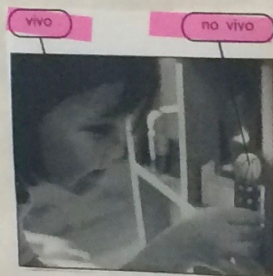
table of contents
Contenido ↓

map
mapa ↓



subtitle

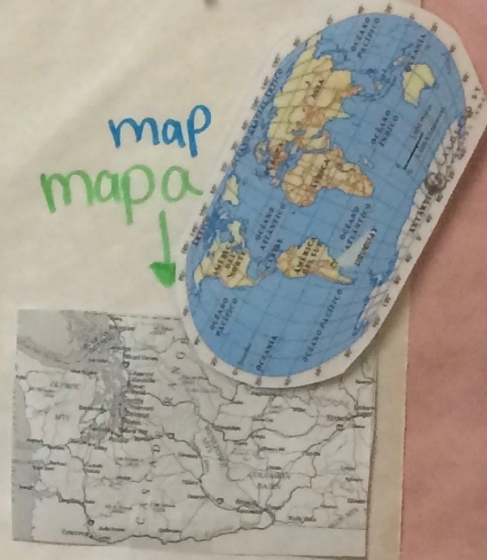
Subtítulo



photos
fotos

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¿Yo soy un ser vivo?	4
¡Cuántas células!	6
¡Tengo todo esto!	8
¿Qué necesito?	10
Necesito agua	11
Necesito aire	12
Necesito luz solar	13
Necesito energía	14
¡Necesito alimento!	16
Necesito de otros	18
Necesito otras cosas	20
Yo crezco y cambio	22
Palabras para saber e índice	24

CONTENIDO	
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glossary
glosario

index
Índice ↓

Glosario

	cabala hogar que construyen los castores con troncos y barro
	suricata animal pequeño y peludo de cola larga que vive en África
	montículo el hogar que construye un tipo de insecto llamado termita que vive en países cálidos
	nido hogar que construyen las pajaros u otros animales con ramitas y hierba
	bosque tropical una selva cálida y húmeda

Índice

anguila 6	montículos 16
animales 4, 14, 15, 16, 17, 18, 19	nidos 15, 20, 21
apartamentos 8	oso 14
avispas 21	pájaros 20
cabala 12	plantas 4, 7, 21
casos 8	ratón 15
casos móviles 9	suricatos 17
castor 19	termitas 16
cueva 6, 14	tiempo 11, 16
madrigueras 17	troncos 12, 18, 19

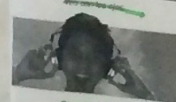
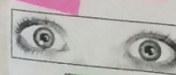
¿Protegen los hogares a los animales?



Algunos animales tienen hogares que los protegen del tiempo. Los insectos llamados termitas están a salvo del caluroso sol en estos **montículos**.

bold letters
letras
desfocadas

Cinco sentidos
Los vertebrados tienen **sentidos**. Yo tengo cinco sentidos. Mis sentidos son **vista, oído, olfato, gusto y tacto**.



legendas
captions

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- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish all year in K-3)

English

- Teacher maintains English
- Students maintain English
- Materials, instruction, and classroom assessment in English
- Literacy instruction in English
- Content in English all year (for example, Social Studies is in English all year 4th and 5th grades)

English

Ai

da

mai

end

laik

I

the

my

and

like



May I _____?

I would like _____.

Could you please _____?

Do I need to _____?



Tricky -ed



ed

d

t

planted

shoveled

jumped

tested

vacuumed

talked

lifted

watered

walked

washed

closed

looked

tried

stretched

hummed

knocked

|| |



-ed

d / t / e /

Seemed
Fluttered
concerned
worried
sighed

jumped rushed striped
Striped
washed waxed
crossed Leaped
Walked jumped Prowled
talked

headed
flattered
~~ended~~
ended

gra

-ea
meat
eat
fearless
ear

leaf

~~the~~ e
ecosystem
we
between
leaf

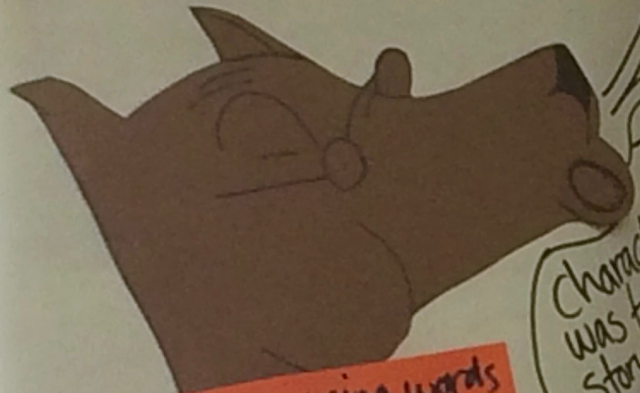
-ee-
feet
between
breeze
need
tree
seed
seedling

~~=y~~ (ē)
finally
family
eighty

Crystal Ramos, Kennewick
WA

Point of View

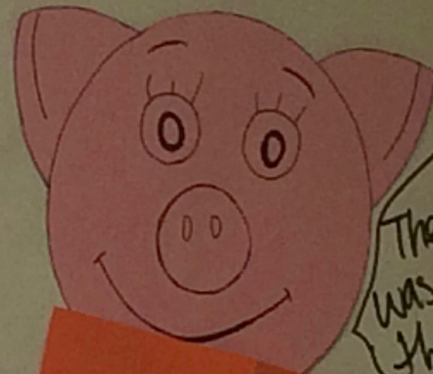
The True Story
of The Three Little Pigs



The
character (wolf)
was telling the
story.
(introduced himself)

1st
person
Using words
like:
I
Me
We

The Three Little Pigs



The narrator
was telling
the story

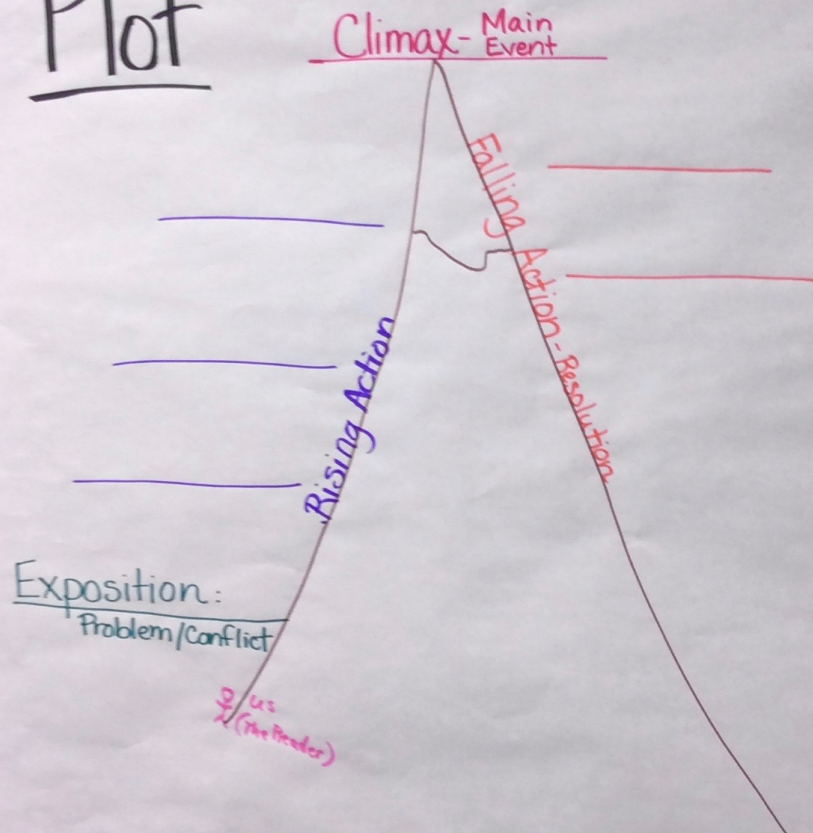
3rd
person
She
He
They
Their

Clue: Who is telling the story?



of a story.

Plot



Plot: The main events of a story.

Text: Jenks and the Fire

He got angry and started to throw rocks. He uses a quartz rock and a pocket knife to start a fire.

Climax

Salem Keizer, Oregon



Pragmatics

Descriptive

Prescriptive

Aint

Aren't

Kennewick, WA



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher must be bilingual
- Students must be bilingual
- Materials must be in Spanish
- Literacy instruction must be in Spanish
- Content is in Spanish, for example, Spanish history in 5th grade

Spanish and English each have a daily, scheduled time and a physical space

Content is allocated to one language, by grade

Literacy in both languages, every day, for all students

Spanish and English each have a daily, scheduled time and a physical space

English literacy instruction must be in English, for example, English history in 5th grade

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy instruction in Spanish
- Content in Spanish (for example, Math all year in K-3)

The Bridge

- Planned moment after the classroom-based unit assessment when the teacher brings the two languages together for transfer and contrastive analysis
- Both languages are used strategically during the Bridge
- The focus of the Bridge is contrastive analysis – NOT re-teaching content or ensuring or checking for understanding of subject area learning or of literacy development.

Teacher maintains English
Students maintain English
Instruction, and assessment in English

Instruction in English
English all year (for example, Social Studies is in English all year 4th and 5th)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish literacy
- Students maintain Spanish literacy
- Materials, instruction, and assessment in Spanish
- Literacy in Spanish all year (for Spanish Studies is in 4th and 5th year in

The Bridge

- Planned moment after the classroom based unit assessment when the teacher brings the two languages together for metalinguistic analysis

The Bridge has a physical space, but not a daily scheduled time

of checking for understanding of subject area learning or of literacy development.

maintains English literacy
maintain English literacy
instruction, and
assessment in

instruction in English
all year (for
Studies is in
4th and 5th

El puente

The Bridge

El alfabeto

The Alphabet

Aa avion abeja animal lamb apple animal	Bb bola bowling ball	Cc ^{Hard Sound} (Ca) casa (Ca) Camera (Co) Coca (Co) Coat (Cu) cuna (Cu) Cuck	Ch	Dd dedo duck	Ee Elizabeth elefante escribir egg elephant
Ff Frida foco fresco frog fan fresh	Gg ^{Hard g} (ga) gase (ga) Gabriel (go) gordo (go) gopher (gu) guardias (gu) gum	Hh hola hospital hi hospital	Ii Iman iguana pig big	Jj jirafa (ge) German (gi) gigante (gi) giraffe giant	Kk Koala Kiara Karina
Ll Luna Lucero Leslie lion Leonardo	Ll	Mm mama manzana mano monkey middle milk	Nn nada no	Nn	Oo
Pp pato paco pig popcorn	Qq	Rr raton rose robot	Ss ^{Salsa} ^{Sauce} sal ^{salt} (ce) Cepillo (ce) Cesar (ci) City (ci) Ciudad (cy) Cycle ^{bicycle}	Tt tortuga turtle	Uu uvas ugly bug
Vv	Ww Walla Walla Washington washer wind	Xx	Yy	Zz Zebra zapato Zebra Zipper	



El alfabeto

The Alphabet

El alfabeto The Alphabet		Aa Ana Amy amphibian amfibio	Bb Beto Bob binoculares binoculars	Cc Celia Camila Carley crisálida chrysalis (pánico / panic distancia/distance)
Dd David Doug denominador denominator	Ee Emma Elyce elefante elephant	Ff Fabio Fin fabuloso fabulous	Gg Gabi Gary Georgina gigante gigantic (giant)	Hh Hugo Hugh Hospital hospital
Ii Iliana Isaac idea idea	Jj José Joe Jupiter Jupiter	Kk Karen Kayla kilo lilo	Ll Lisa Lori línea line	Mm María Mary mapa map
Nn Nina Nancy natural natural	Ññ Ñandú	Oo Omar Olivia objeto object	Pp Pepe Paul papel paper	Qq Quintana queso quiero
Rr Rogelio Rosie roca rock	Ss Susi Sam secreto secret	Tt Tito Tammy tubo tube	Uu Úlises Uma uniforme uniform	Vv Viviana Vivian vegetales vegetables
Ww Walter Wally Washington	Xx Xochitl xerox	Yy Yolanda Yoli yarda yard	Zz zebra zero (cero)	





El ciclo de la naranja

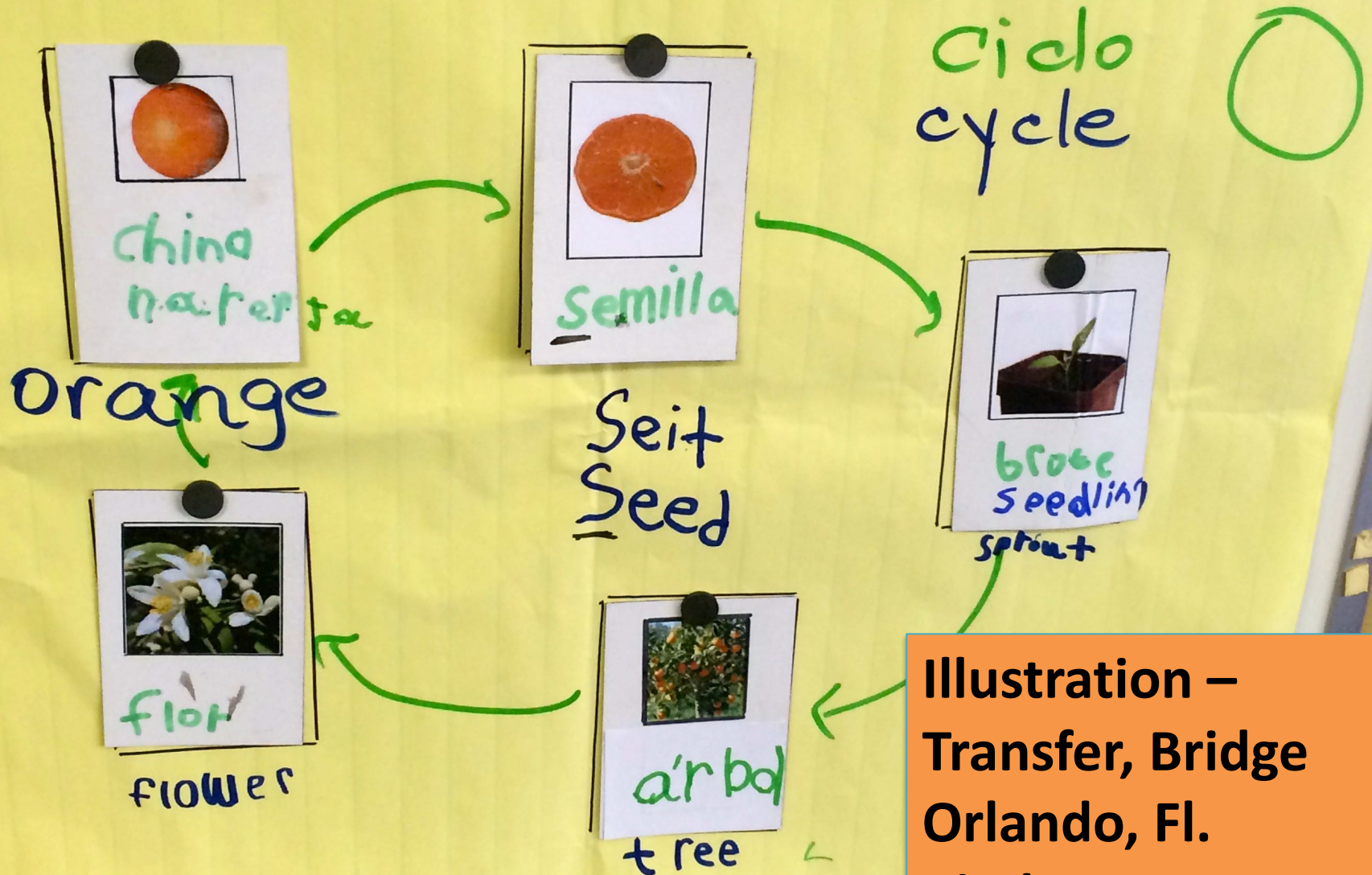


Illustration –
Transfer, Bridge
Orlando, Fl.
Kinder

Español

semilla

sol

flor

árbol

Inglés

seed

sun

flower

tree



Kinder
Contrastive Analysis Chart:
Phonology

Transfer Bridge (Story Elements)

el coraje	mad / temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

Contrastive Analysis Chart: Morphology

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> (DS)	<u>construction</u> (DS)
<u>dirección</u> (AC)	<u>direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>multiplicación</u> (TR)	<u>multiplication</u> (TR)
<u>acción</u> (SH)	<u>action</u> (SH)

el	la	los	las	the
El problema	La resolución La trama	Los personajes	las novelas Las personas	The problem The resolution The characters The novels

Contrastive Analysis Chart

el huevo THE BRIDGE the egg
 la mariposa the butterfly
 come eats
 pone lays
 crece grow
 sale hatches

Transfer Bridge: Life Cycle of Living Things

la crisálida the chrysalis
 la oruga the caterpillar
 el ciclo the cycle
 las hojas the leaves
 los huevos the eggs
 la hoja the leaf
 la planta the plant

ig Idea

Contrastive Analysis Chart: Morphology

Cognados

chocolate

radio

teléfono

La planta

La crisálida

el ciclo

Cognates

Morphology

chocolate

radio

telephone

the plant

the chrysalis

The cycle

Metalinguistic Charts

El

ciclo

The

cycle

el ciclo

The cycle

Metalinguistic Charts

El ciclo

The cycle

La hoja

The leaf

Los huevos

The eggs

Las hojas

The leaves

El ciclo de la roca

The Rock Cycle

erosion

la erosión

La roca sedimentaria

Sedimentary Rock

conversion becomes (is converted)

calor heat

presión pressure

conversion becomes (is converted)

conversion becomes (is converted)

La roca ignea

Igneous Rock

La roca metamórfica
Metamorphic Rock

magma - magma
lava - lava

calor - heat
presión - pressure

derrite melts

el calor
las rocas

metamórficas
la roca ignea

el cambio

el proceso

la roca
Sedimentaria

el ciclo

el medio
ambiente

la erosión

el viento,
la presión

la transformación

the heat
the ^{metamorphic} rocks

the igneous rock
the change

the process

the sedimentary
rock

the cycle

the environment

the erosion

the wind

the pressure

the transformation

S-Adj

Adj. → N

carro rojo

red car

la roca sedimentaria

the sedimentary rock.

Contrastive Analysis Chart

Ción

tion

transformación

transformation

educación

education

comunicación

communication

-ia
sedimentaria
complementaria
secretaria

-Ty
sedimentary
complementary
secretary

Contrastive Analysis Chart

f
filosofía
teléfono
fotosíntesis
Filadelfia

ph
philosophy
telephone
photosynthesis
Philadelphia

Biliteracy includes three linguistic spaces in instruction, in the classroom, and in scheduling

- Spanish

- The Bridge

- English

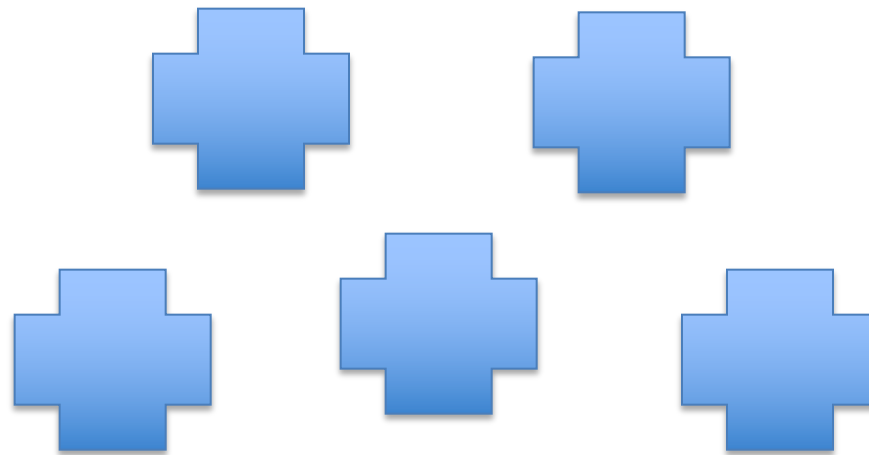


El Puente The Bridge

Español or Polish

Spanish Classroom Library

Bilingual Books



Student Seating in Groups

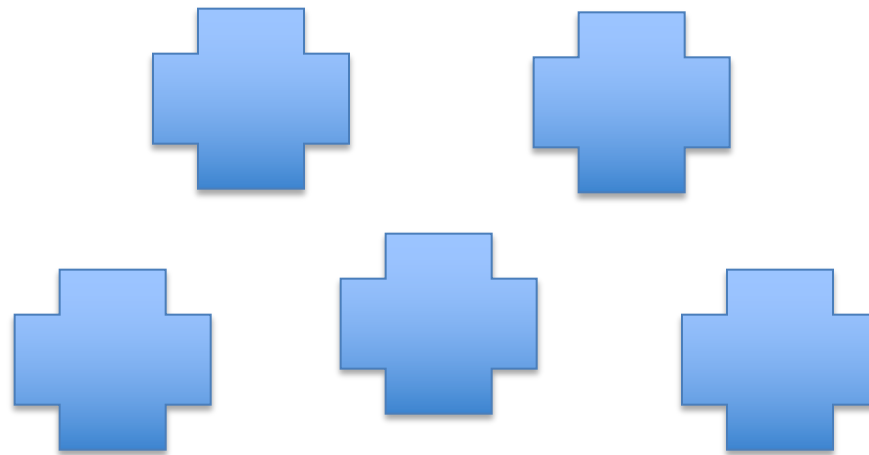
English Classroom Library

English

Learning Environment for a 1 Teacher Model

El Puente The Bridge

Bilingual Books



Student Seating in Groups

Learning Environment for a 2 Teacher
Model – English side

English

English Classroom Library

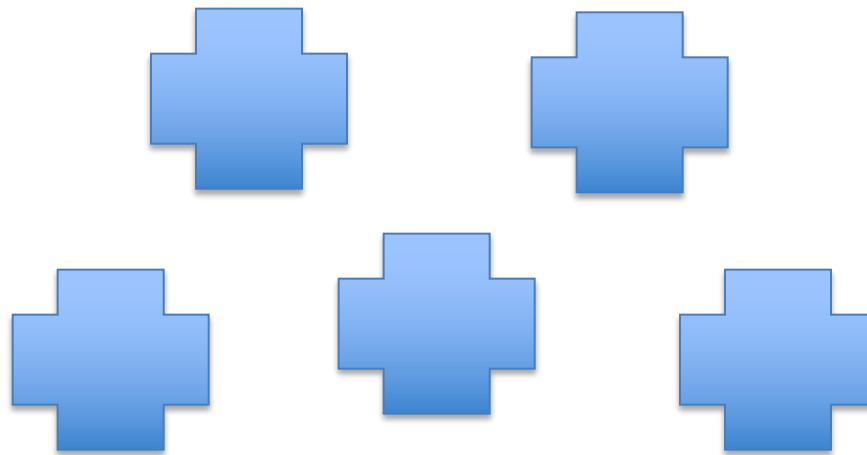
English

El Puente The Bridge

Español or Polish

Spanish Classroom Library

Bilingual Books



Student Seating in Groups

Español or Polish

Learning Environment for a 2 Teacher Model- Spanish/Polish