

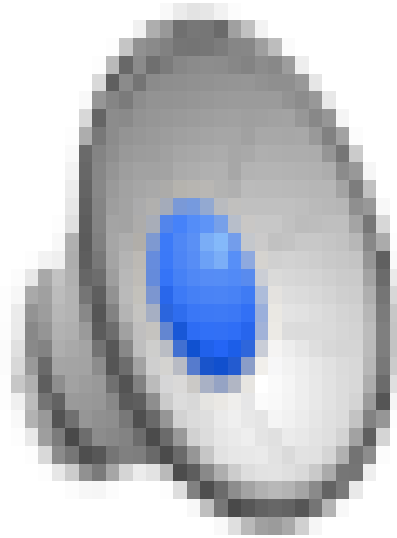
Biliteracy from the Start: Literacy Squared in Action

Kathy Escamilla
University of Colorado, Boulder

“Becoming bilingual better, not faster”



Americans All



"Becoming biliterate better, not faster"

Burning Questions: 50 Years of Them

- * Why Bilingualism?
- * Why Biliteracy?
- * What about Cultural Competency?
- * How do we change practice to maximize our children's opportunities to become bilingual and bicultural?



If you could be someone else for a day. Who would you be? Why would you want to be that person?

I want to be a preceptor vica as a
 I send me my on desk. I send out the
 grade and help the children as to
 read or write. I send out some good
 stories on my mind. I send about
 midings and the school. I about
 check the teacher and students. I want to
 be a preceptor to help the students
 as to do math science and social studies.
 And see the play of the legends.
 I send follow with the students
 parents. I about be helpful with the
 students. I about write the report
 card for the parents. I send
 talk with the students about the
 beat on the class room.



Once there was a teacher she never knew what ~~was~~ going on. So she decided to be a teacher but she was no good at that and she still liked it. One day 2 kids got in trouble. One was blowing bubbles and the kid popped it. Well there was one kid he had strait A's and B's. He was thinking "how foolish of them". But then the teacher turned around and said "Go! + B's please stop that you people got detention for 30 minutes afterschool! But then she thought as she was writing on the board I did catch them doing something ~~good~~ so I am good after all. And she felt glad about it. 2 years past B's like nothing and she did love her job. And do you know she still is a teacher. So watch out she may be your teacher...

LECTO-ESCRITURA[®]
AL CUADRADO



LITERACY SQUARED[®]

Why Bilingualism?

Bilingualism is an advantage... New Research

- * For an individual
 - * Cognitive
 - * Linguistic
 - * Academic
- * For a community
 - * Bilingual teachers, doctors, lawyers
 - * Vitality of diversity
- * For a nation
 - * Navajo code-talkers
 - * Spies
 - * Salesman
 - * Vehicle for world peace
- * **Key: Bilingualism in any form *sharpens* the mind. It is a cognitive advantage. However, it cannot be occasional use.**



Cognitive Advantage: Early Life (Werker, 2011)

- * Babies being raised in bilingual homes get a perceptual boost by **8 months** of age that sets the stage for more resilient thinking later in life.
- * 48 babies from families that spoke Spanish only, Catalan only or Spanish and Catalan.
- * **Regular** exposure to two languages helps infants develop a general ability to track closely what they hear and see in decoding languages. This may include lip movements, the rhythm of the jaw opening and closing and the full ensemble of facial movements while talking.
- * **Bilingualism in early childhood is not a problem but immigrant families feel they must switch to English.**



Bilingualism in School and Beyond (Bialystok, 2010)

- * Bilinguals are better at multi-tasking.
- * Bilinguals and monolinguals in a driving simulator – through headphones they were given extra tasks (talking on cell phones, other noise etc.).
- * Everyone's driving got worse **BUT** the bilinguals' driving didn't get as bad as monolinguals.
- * Driving while distracted is not recommended.
- * **Neuroimaging has demonstrated that the whole brain appears to rewire because of bilingualism – it enhances the executive function in our brain.**



Bilingualism/Biliteracy is good As we Age (Bialystok et. al. 2011).

- * Normally aging bilinguals have **better** cognitive functioning than normally aging monolinguals.
- * The **regular** use of two languages (oral and written) appears to delay the onset of Alzheimer's disease symptoms by as much as five or six years.
- * High school French doesn't count – you won't get bilingual from occasional use.
- * **Key: Bilingualism in any form *sharpens* the mind. It is a cognitive advantage. We need to keep up with the research!**



Bilingualism: The Double Standard

- * “Many Americans have long been of the opinion that bilingualism is a ‘good thing’ if it was acquired via travel (preferably to Europe) or via formal education (preferably at Harvard), but that it is a ‘bad thing’ if it was acquired from one’s immigrant parents or grandparents.” (Fishman, 1972)



The Status of Bilingualism in the World vs. the U.S.

* World

- * Worldwide more people speak English as a second language than speak English as a native language.
- * **50 %** of all people in the world are **bilingual**.
- * Worldwide quest to learn English is a quest for **bilingualism**.
- * If you can speak Spanish and English you can communicate with **80%** of the people on the planet.

* United States

- * **10 %** of educated people in the U.S. are bilingual.
- * Only **20%** of U.S. citizens have passports and have traveled outside of the U.S.
- * Political pressure to declare English the official language.
- * The U.S. is only major superpower in the world without being very worldly and the only first world country to not require bilingualism.



Needed: A Counter Narrative

The Nation

- * How to close the achievement 'gap'
- * A monolingual 'norm'
- * A monolingual assessment system and common core standards
- * Universalist norms of teaching
- * A fear of Spanish, Latinos and especially Mexicans and Puerto Ricans

The New Narrative

- * The 'gap' in vision and a true global focus
- * A 'new normal'
- * Biliteracy, biculturalism and bilingualism as the 'core'
- * Teaching Emergent Bilinguals
- * Social justice
- * **Preparing students for the 21st century!**



Why Bilingual Education?

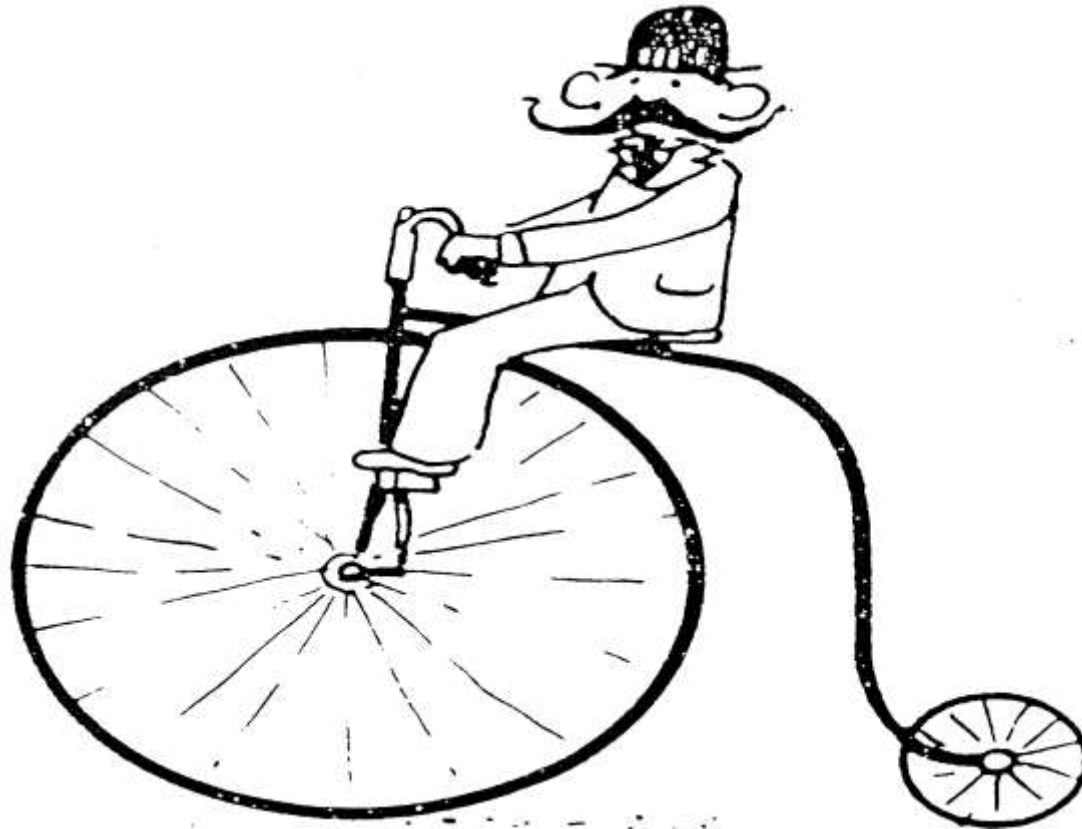
- * Bilingual Education is good pedagogy
- * Bilingual Education/dual language is the ONLY program preparing students for the 21st century
- * Bilingual Education to Enhance Language Learning
- * Bilingual Education for the “New Normal”
- * Bilingual Education for Transfer (one way and two-way)
- * Bilingual Education for Social Justice



Monolingual curriculum: One wheel can get you places



We value bilingualism but English has to come first = a BIG wheel and a little wheel



LECTO-ESCRITURA[®]
AL CUADRADO

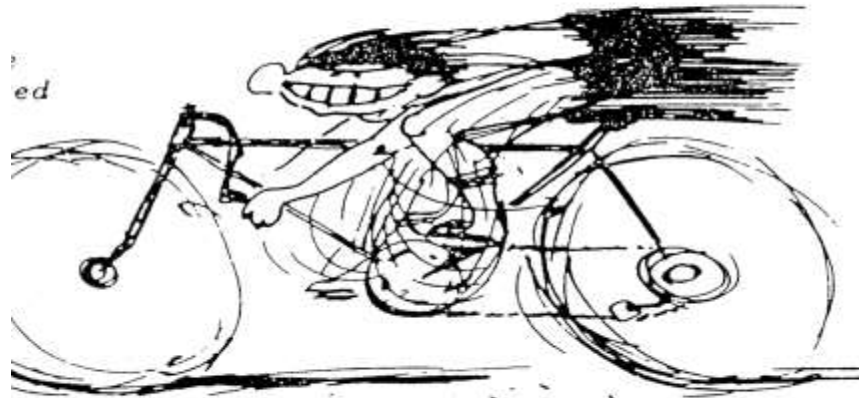


LITERACY SQUARED[®]

"Becoming biliterate better, not faster"

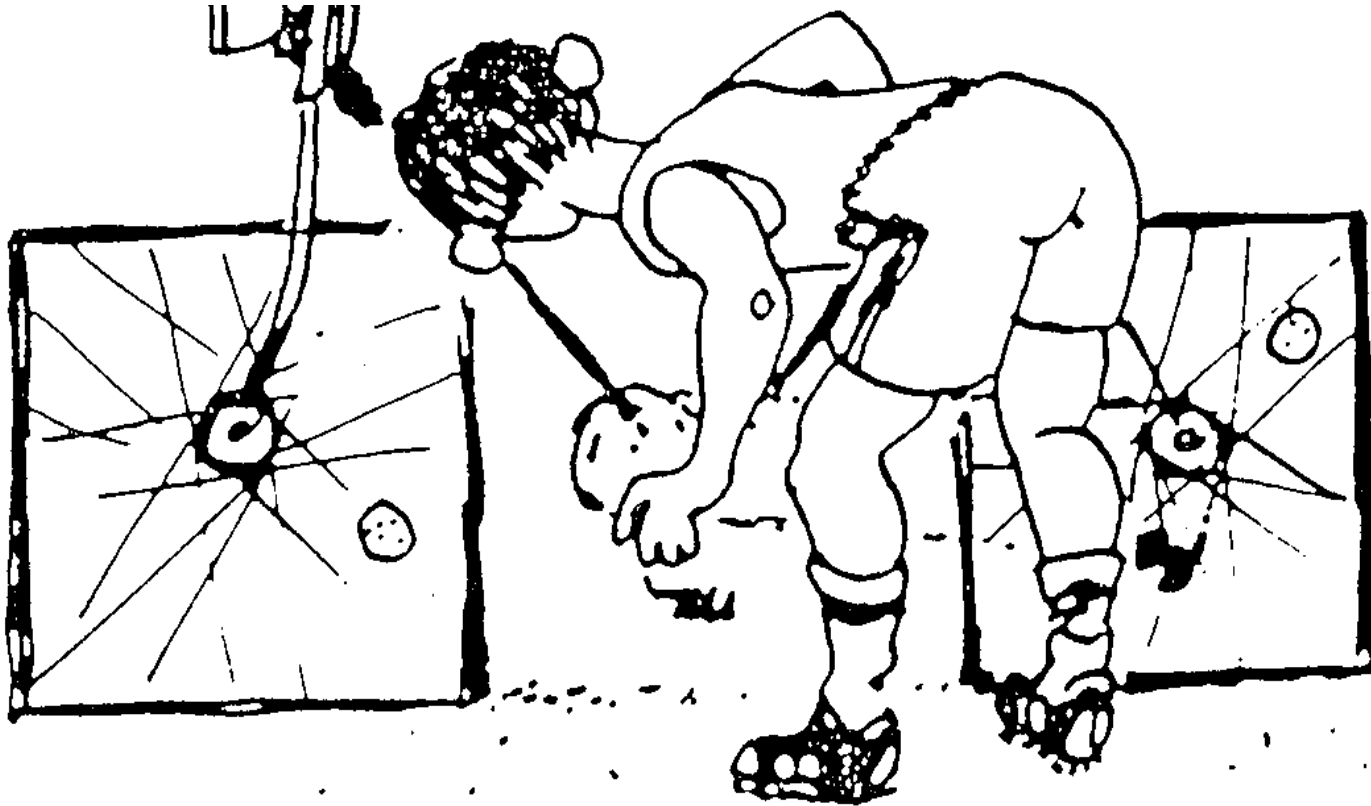
From unicycle to speed bike...

- * When your wheels are nicely balanced and fully inflated you'll go farther



The Challenge:

Racing bikes are good as long as the people who
make them know what they were doing



Bilingual Education to Enhance Language Learning

*Linguistic: Learning Language



Language learning is....

- * **Cognitive: Using language to learn & learning about language**



IF SHE ASKS WHAT THIS IS USED FOR



CANCEL THE WEDDING

LECTO-ESCRITURA®
AL CUADRADO



LITERACY SQUARED®

"Becoming biliterate better, not faster"



ECHATE VAPORRU

TO-ESCRITURA®
CUADRADO



LITERACY SQUARED®

"Becoming biliterate better, not faster"

Language learning is....

- * Psychological: Inside our head & outside our head



LECTO-ESCRITURA®
AL CUADRADO



LITERACY SQUARED®

"Becoming biliterate better, not faster"

Language learning is.....

* Emotional

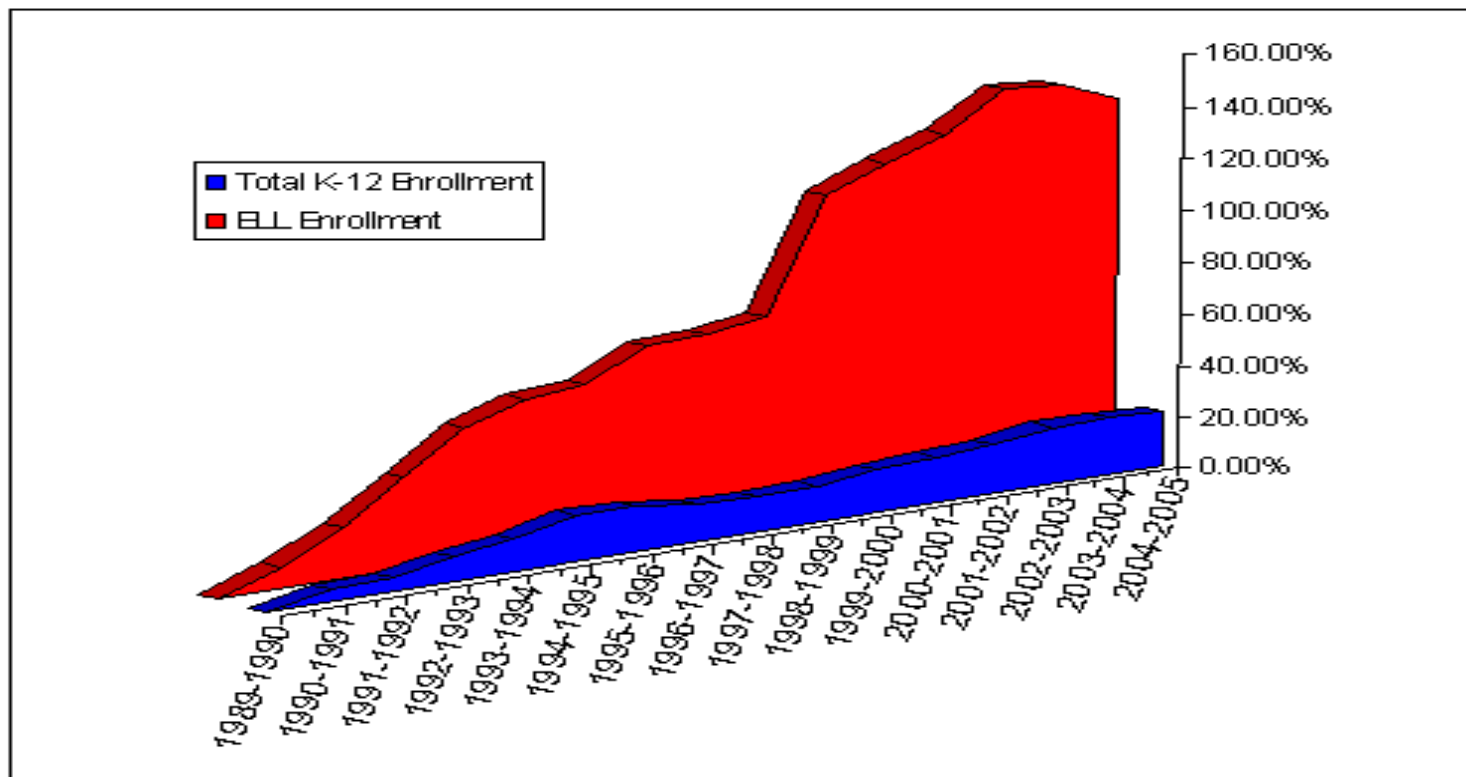


Language Learning and Identity Development

- * To have a second language is to possess a **second soul** (Charlemagne – 742-814).
- * Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture and a **new way of thinking, feeling and acting** (Brown, 2000)
- * Acquiring a second language well necessitates the acquisition of a **second identity**. (Brown, 2000).



Relative growth of ELL's in U.S. schools, 1989-1990 to 2004-2005 *



* SOURCE: U.S. Department of Education's survey of the states' limited English proficient students and available educational programs and services, 1991-92 through 2001-2002 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004-2005 Consolidated State Performance Reports, and data reported by states.

What we know....

- * The fastest growing school aged population are ELLs
- * We need to change this term to EBs
- * They have grown 160% nationally from 1990-2005
- * The overall K-12 population has only grown by 20%



What we should keep in mind..

- * **Growth in EBs is the REASON:**
- * That more schools aren't closing;
- * That teachers aren't losing their jobs; and
- * That money is flowing into the GENERAL fund of many of our local school districts.
- * EBs are VALUE added to our local schools and districts.



What we know....

- * **EBs are heavily concentrated in various ways:**
- * 75% are concentrated in grades K-4
- * Within school districts individual schools are highly segregated
- * EBs are concentrated linguistically (85% speak Spanish)
- * 95% of the linguistic diversity is accounted for by 5 languages (Spanish, Vietnamese, Chinese, Korean, Hmong)
- * 67% OF ALL EB CHILDREN ARE U.S. BORN!!
- * THEY ARE U.S. CITIZENS!!!!



The ‘new normal’

- * U.S. born bilinguals
- * ‘Simultaneous bilinguals’
- * Children who have been exposed to two or more languages since birth and before age 5
- * Most of our programs are based on sequential theories of bilingualism
- * Semilingual/Non-non
- * If they have no language, we should just teach them English





© 2002 Baldo Partnership/Gar. by Universal Press Syndicate



LECTO-ESCRITURA®
AL CUADRADO



LITERACY SQUARED®

"Becoming biliterate better, not faster"

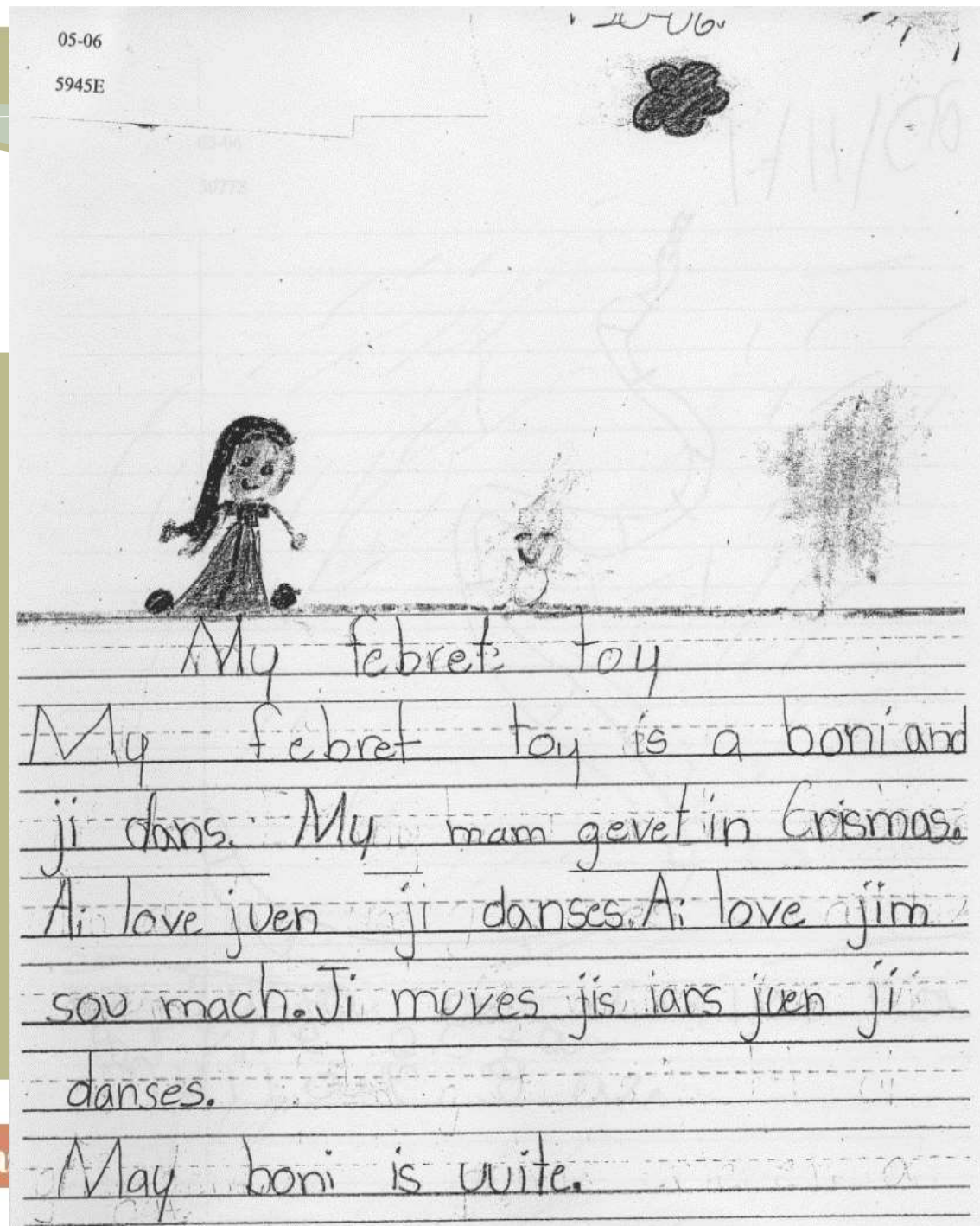
Normal behavior BUT bad judgments

- * Cross-language processing
- * Interlanguage or interference
- * Language Shift
- * Code-switching



Bilingual Dyslexia or Cross language processing?

“Becoming bilingual better, not fa



Interference

- * Interference occurs in 2nd language acquisition when vocabulary or syntax patterns from a learner's first language cause errors in second language performance. The term is used largely in the United States and decreasingly in the rest of the world because of its negative and derogatory connotations (Encyclopedia of Bilingualism).



Interlanguage

- * Interlanguage
- * An intermediate form of language used by second language learners in the process of learning a language. Interlanguage contains some transfers or borrowing from the first language, and is an approximate system with regard to grammar and communicating meaning. (Encyclopedia of Bilingualism).
- * Interlanguage = L1 is a Scaffold
- * Interference = L1 is a Barrier

Interference or Interlanguage?

- * Este es red, ¿verdad teacher?
- * Kimberly está eskipeando.
- * Guardé mi game boy en mi cubby.
- * Let's go. Vámonos.

A New Analysis

- * Interference

- * Tex-Mex
- * No clear L1 dominance
- * Semilingual
- * Spanglish
- * Cross-language confusion

- * Interlanguage

- * Language is learned in context
- * Overgeneralization of grammar is normal
- * Some things can't be translated
- * Added emphasis

Interference in Action

- * José knows 3 colors in Spanish and 3 in English (same 3), he is labeled ‘limited’ in L1 and L2
- * Bill know 5 colors all in English. He is labeled as ‘average.’
- * Who knows more?
- * We need a POSITIVE interpretation about interference vs. code-switching.



Interference or Interlanguage?

- * Read the story below - what would teachers at your school say about this child's writing?
- * *My story is about of tree piks and 1 lobo feroz. The lobo tiro dawn the house of paja. Den the little pik go roning to the huse of jis brotter a sai guat japen to the house.*

Deficits or Strategies

- * Spanish Phonics
 - * Piks for **pigs**
 - * Jis for **his**
 - * Guat for **what**
- * Spanish Syntax
 - * The house of paja - **The straw house**
- * Lexical code-switches
 - * Lobo for **wolf**
 - * Paja for **straw**
 - * Feroz for **ferocious**

Name:

Date:

73E

Write about the best thing that has ever happened to you. Why was it the best thing?

The best thing that has ever happend to me is wen I han-stand by my self for 30 seconds. First, thats the best thing that happend to me becus that's the longest time I could hold my self. It is very hard. Next, thats the best thing becus I love handstanding. I helwis look the door to hold me. Thed, becus wen I grow up, I want to be a Circus acter. Thos are the risens of the best thing thing ever happend.

LECTO-ESCRITURA[®]
AL CUADRADOLITERACY SQUARED[®]

Spelling errors - intra and inter linguistic

- * Common to Grade
- * becas and various spellings of becas
- * Acter for actor
- * Wen for when
- * Coud for could
- * That's for that's
- * L1 influenced
- * Look - lock
- * Holwis - always
- * Risens = I for e
- * Handstanding - standing on my hands – doing handstands



05-06

1.86 (s)

10 de Enero, 2006
A mi me gusta dats, sonar en
y tiene un hermano que se llama
cbr/mkrene once años y tiene
una amiga que se llama chelsy
tiene otro amigo que se llama
Edy. y Mi favorito es el io fue
el cuando cory no tiene un Bab
siter y hace todas las cosas que
quiere, y el episodio de cuntry
cosins cuando caven dise cuando es
el midnite viene un scare crow y
tengo dos mas episodios que
me gustan cuando cory va a
Hollywood y cuando andy en x con
los cuido una Bab siter y tambien
sicic

LECTO-ESCRITURA
AL CUADRADO

LITERACY SQUARED®

Your Turn

- * Read the child's story on the next page
- * Identify 1 or 2 errors that are L1 influenced
- * Do the same for 'common' to grade level
- * Note that if you do not know something about second language learners you may have a difficult time
- * Who is reading writing samples on high stakes tests?



The Best Thing That Ever Happened to Me

- * May best its wen I went ta Masapplan becas ders a oshen and Hoteles and ders a mauten dut its cald du mauten of a debl and wal you go tu massapplan ders a brell that its cold du brin of da debl and ders fishig and sharcs in the oshin and it's a bich and a fan bich and a latf pepol and in a da oshen.



BREAK!

- * Double sentido – cross language processing
- * Congratulations Sra. Garcia – your son broke a record at the track meet last Sat.
- * Sra. García – Malcriado - ¿Qué quebraste?



Language Shift

- * Language shift - A change from the use of one language to another language within an individual or a language community.
Language shift in minority language groups usually means language loss. (Encyclopedia of Bilingualism)
- * 80% of ELLs will have lost their productive ability in their L1 by high school.
- * **What's the big deal?**



Silva (1989)

- * Studies gender agreement in Puerto Rican children ages 4-7 (same children) in Chicago
- * Gender agreement is important in Spanish, not in English
- * N=237

Results

- * At age 4 children had gender agreement (el libro, la rana, los muchachos, el agua, la mano)
- * At age 7, same children were losing their ability to do gender agreement and were masculinizing all nouns (el maestra, el niña)
- * At age 4 on the assessment children were labeled at 'normally developing' in Spanish
- * By age 7, the SAME children were labeled as language delayed



Simultaneous Bilingual Children in U.S.

- * Are frequently judged as being limited in both languages
- * Formal assessments that do not consider how two languages interact ‘confirm’ notion of limits in two languages
- * Without support in L1, language shift happens beginning at age 4



Preventing Language Loss

- * Parents should be encouraged to continue to ‘parent’ in their native language.
- * Parents should be encouraged to continue to speak their L1 with their children and DEMAND that their children respond back to them in L1.
- * Schools should have books in classrooms and libraries in a variety of L1 languages and students should be encouraged to read them.
- * Teachers should allow students to use L1 as a processing language.
- * Have an English hour at home to practice English but do not quit using L1.
- * **Dual language is the best option!**



Code-switching

- * Code-switching is the use of two languages within and across sentences, phrases or thoughts.
- * *“Attitudes about code-switching depend on **WHO** does the code-switching and **NOT** what the code-switcher does or does not know about language” (Fisher, 1972)*



Code-switching Attitudes

Positive, if you are a majority language speaker.

- * “It is so bourgeois it go to a McDonald’s in Italy.”
- * “Yo quiero Taco Bell.”
- * “Steven Segal is soooooo macho.”

Negative, if you are a minority language speaker learning the majority language

- * “Me cantaron Happy Birthday to You.”
- * “My best day is wen I hav a respuesta perfect.”
- * “A mi me gustó cuando fuimos a el field trip.”



Simultaneous Bilinguals Synthesize their Two Worlds

- * “The wider society tries to keep children’s worlds separate, with different codes for each context. Children, however, tend to synthesize their resources. Further, the availability of alternatives is a key aspect of growing up bilingual.”

(Kenner, 2004, p. 59).



Simultaneous Worlds

- * La **principal** a veces te dice hola, cómo estás o **hi how are you?**
- * [*The principal sometimes says 'hola, cómo estás' or 'hi, how are you.'*]
- * Lo tercero que aprendí es **no bullying.**
- * [*The third thing I learned was no bullying.*]
- * Salimos afuera y jugamos **tag.**
- * [*We went outside and played tag.*]
- * Jugamos **roc, peiper, zisors.**
- * (*We played rock, paper, scissors.*)



Implications

- * The biggest ‘problems’ with regard to code-switching among emerging bilingual/biliterate children may have more to do with, our attitudes, the way we interpret children’s code-switches, and our desire to ‘fix’ the behavior than with what the children are actually doing.



A New View

- * Simultaneous bilinguals use Spanish (and other languages) to get to English in cognitively appropriate but misunderstood ways.
- * If bilingual and/or dual language programs are to be successful, we must understand the ‘new normal’ and build on children’s strengths.



Why Bilingual Education?

- * Theory of transfer (one way and bidirectional) – what we know in one language can be transferred to learning another (Cummins, 1981; Goldenberg, 2008, 2013, August & Shanahan, 2006).
- * Monolingual reading theories and methods need to be broadened for emerging bilingual students.



Monolingual Reading Theory

- * Berhardt, 2003; Grant & Wong, 2003; Halcón, 2001
- * Universalist view (L1 and L2 reading development are the same)
- * North American/British/Australian literacy industry drives education policy
- * Research on literacy teaching and development predominately done by monolingual English speakers on monolingual English children
- * Treatment of all ELLs as if they were the same (English/Spanish; Farsi/English) (L1 is not irrelevant)
- * Exacerbated in the last decade by high stakes tests developed for monolingual English students



Comme chaque matin, la reine attend des visiteurs importants.
«Maman», dit sa petite princesse, «je voudrais...»
«Je n'ai pas le temps, ma chérie. Demande à ta gouvernante.»
«Mais Maman, je voudrais juste quelques bisous...»
«J'ai trop de travail, ma chérie. Prends mon avion et essaie
de trouver la reine des bisous.»



Beyond “good teaching” platitudes

- * Read it to yourself, Read it out loud, Ask yourself - “Does this make sense?”
- * Good strategy in L1 - Not in L2
- * Turn to a partner - talk about the story, - Good Strategy L1 not L2 UNLESS
- * You use L1 strategically - what language did you use to talk to you partner?



Read This....Repeat Strategy

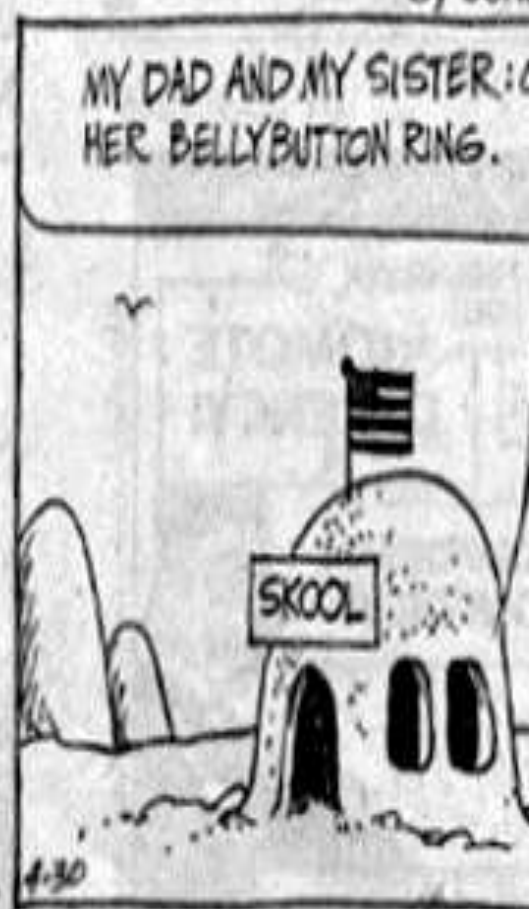
- * The handsome young prince walked in the forest one bright summer day. She got tired and stood under a tree to keep from getting wet.



B.C.



by John



"Becoming biliterate better, not faster"

Beyond 'Good Teaching': Background Knowledge ≠ Cultural Schema

- * Background knowledge:

- * Johnny jokes
- * Double meaning of the word naval - branch of the military; your belly button

- * Cultural Schema

- * Piercing your belly button is not a taboo in some cultures;
- * Children do not challenge the authority of their parents - there are not battles

Dennis the Menace by Hank Ketcham

Denver Post 1/2/06



"2006 ... same ol' ... same ol'."

LECTO-ESCRITURA®
AL CUADRADO



LITERACY SQUARED®

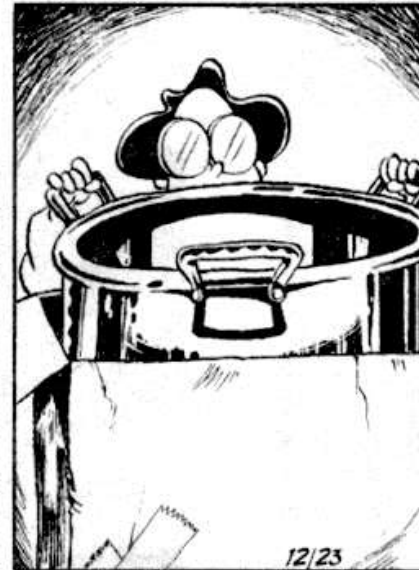
"Becoming biliterate better, not faster"

Baldo

12-23-05
Denver Post



www.ucomics.com
e-mail: baldomail@baldocomics.com



© 2005 Baldo Partnership Dist. by Universal Press Syndicate



by Cantu & Castellanos

LECTO-ESCRITURA
AL CUADRADO®



LITERACY SQUARED®

"Becoming biliterate better, not faster"

Learning to read for a child with two languages is DIFFERENT!

- * Moll & Diaz (1987)
- * Do NOT take away scaffold
- * Allow extra time to process
- * Reading comprehension has two facets (understanding and production) - L2 students may comprehend MORE than they can produce causing us to think they are performing at lower levels than they are
- * With new material - allow students to read it in L2, process in L1 (with peers), then produce it in L2
- * Analyze text for cultural content



Transfer vs. Interference

- * Do not confuse cross-language transfer with interference
- * See for example Manuel's writing...



Manuel: Unreadable

6384-E

4th grade

2008-09

If you could be someone else for a day, who would you be? Why would you want to be that person?

I wub be huahkarlos i wud like to be
hem be kuse hes is pofisint imat I was
mosiy the bumist kib but as the yer weht biy
I gat smort r naw im ^{back} the wer i was all over
ugen. I rily nayt rnt be kuse IM rily stupid PLUS,
IM a mih parsoy pofisint imath and heran is in
pofisint in math and. I am vha kfor in riting and riting.
hem to but hes alot smort r ven my im stupidist
in the hol intir ^{school} ~~st~~ thats the truth thats wv I
want to be hem this is the trut. I whir r tolden yday
this I havit told asol.

LECTO-ESCRITURA[®]
AL CUADRADO



LITERACY SQUARED[®]

If I could be someone else for a day....

- * I would be Juan Carlos. I would like to be him because he is proficient in math. I was mostly the dumbest kid, but as the year went by I got smarter. Now I'm back where I was all over again. I really hate that because I'm really stupid, plus I am partially proficient in math and Juan is proficient in math. And I am unsatisfactory in writing and reading, him too but he's a lot smarter than me. I'm stupidest in the whole entire school. That's the truth. That's why I want to be him. That's the truth. I've never told anybody this, I haven't told a soul.



Profile

4th Grader; 2008-2009;
born in the U.S.; attended
same school since
Kindergarten; in and out of
bilingual classrooms.

In 2009, his CELA score was
a 4; Spanish his home language

Spring 2009
EDL= 4
DRA= 12
Low in both Languages

Writing sample = unreadable
(next slide)

Manuel



Deficit Orientation

Manuel lacks
“academic language”

School's Assessment

Intervention; intensive
phonemic awareness,
phonics & site words

Needs help with spelling;
word families, and
phonological awareness

Drop Spanish, it is
interfering with English

Accelerated reading (AR)
-Struggling readers; Sped;
ELL

Writers' Workshop

Intervention

LECTO-ESCRITURA®
AL CUADRADO



LITERACY SQUARED®

Manuel: Unreadable

- * Unsatisfactory score
- * Random strings of letters
- * No fine motor control of his writing
- * Lacking in strategies
- * In need of ‘special help’
- * His Spanish is as low as his English

Manuel: Spanish is Interfering with English

- * **B/D reversal**

- * Wub/wud; kib/kid;
bumist/dumbest

- * **Misspelling of high frequency words in English**

- * Bekuse/because; yer/year;
ovr/over

- * **Word spacing**

- * ihuvittoldasol

- * **Spanish Interference**

- * My/me
 - * Enydoty/anybody
 - * Wy/shy
 - * Hyposegmentation -
alat/a lot; haytrat/hate
that

Prescription

- * Approximations like kwankarlos for Juan Carlos; hem for him; rily for really; and ugen for again indicate a need for more **intensive phonemic awareness** instruction;
- * Approximations of words like ‘proficint’ for proficient might indicate a need for more **phonics or spelling**;
- * Approximations for words like bak/back might indicate **‘Spanish inference’** and conclude he needs to focus on English;
- * All of the above are necessary BEFORE we look at the content of his writing;
- * These are ‘data driven’ observations.
- * I would suggest it is we NOT Manuel who are limited



Manuel: The Emerging Bilingual

- * Manuel has a strong voice;
- * He knows how to express himself in complete thoughts;
- * He uses sophisticated phrases and vocabulary;
- * Errors are rule governed and not random strings of letters;
- * His spelling is NOT Spanish interference but utilization of multiple strategies that come from both of his languages (e.g. HwanKarlos - this does NOT come from Spanish);
- * He is quite aware of his status in the school.
- * One might say he is well aware of his school's status in the state.



Manuel's School and District

Vernon School

- *420 Children
- *75% Latino
- *70% ELL
- *87% FRL



Downtown
Public
Schools

- *70,000 students
- *58% Latino
- *40% ELL
- *85% ELL/Spanish
- *75% FRL

School Rating:
* Low for 2008-2009
*Orange
*Celebration-
“we are not red”

ELLs lack of
Academic
Literacy

District Rating:
*1/3 of all unsatisfactory schools
in state are in downtown:
* Annual report:
-Unacceptable
- “we will do better”

Deficit Orientation



“Becoming biliterate better, not faster”

4th graders of 2009 are now 8th graders: What has been their opportunity to learn academic language?

Born in U.S.
Inconsistent Ed Program
All English since 4th grade

4th and 5th Grade
Reading intervention
No science or social studies

School and community
socially and linguistically
segregated



Hates school
Frequently absent
No motivation

Manuel lacks
“academic English”

CELA score= 4
Same as 4th grade

Deficit Orientation

Profile fits Urban Institute 2005 and Olsen 2010



Biliteracy from the Start

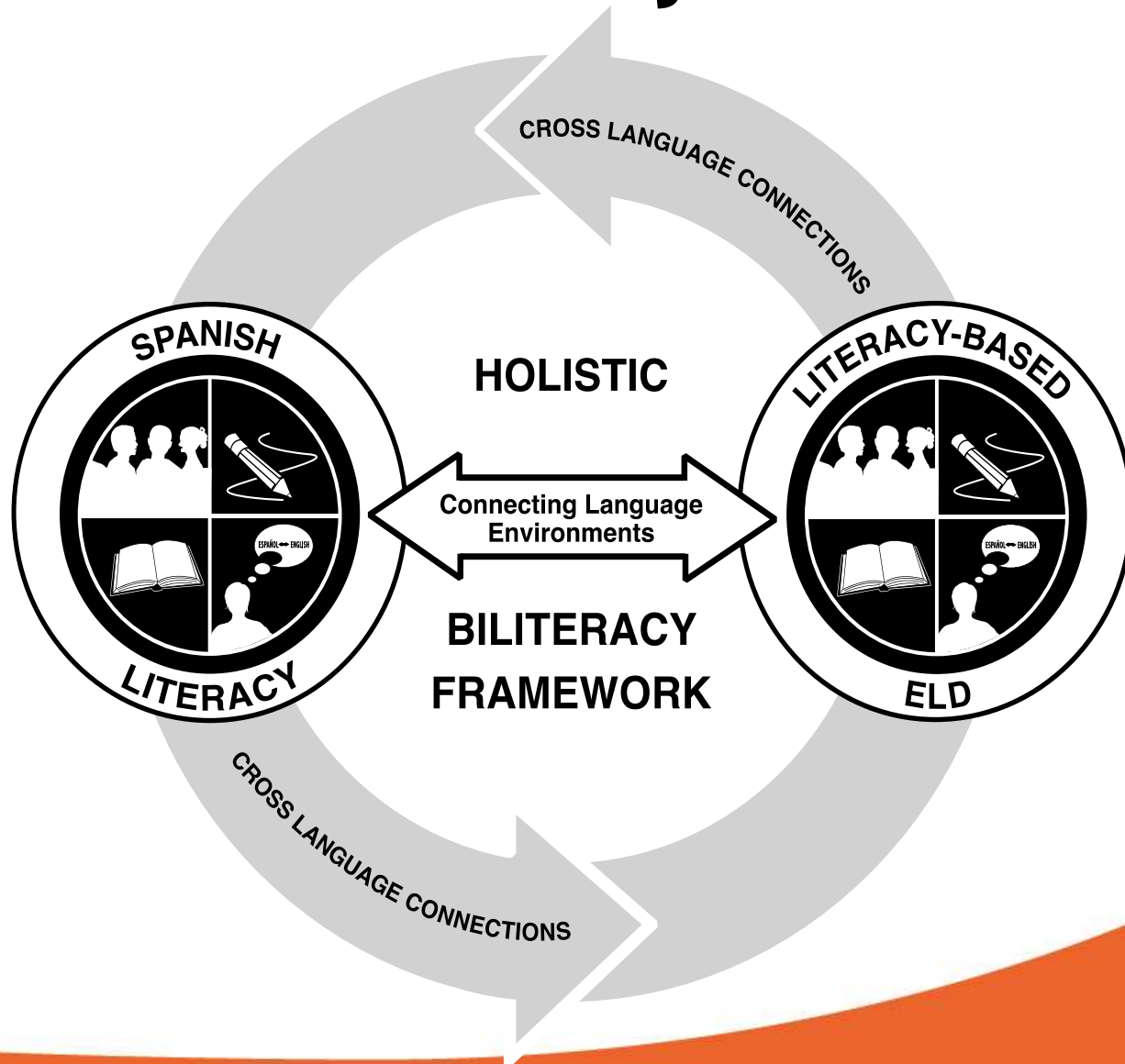
Editor: Francisco
Torres Espinosa
Coeditor: Ruth M. Torres
Editor: Ruth M. Torres
Coeditor: Ruth M. Torres
Editor: Ruth M. Torres
Coeditor: Ruth M. Torres
Editor: Ruth M. Torres
Coeditor: Ruth M. Torres

**LITERACY SQUARED
IN ACTION**



“Becoming biliterate better, not faster”

Holistic Biliteracy Framework



Unique features of Literacy Squared

- * **Instructional Components**

- * Paired literacy
- * Oracy
- * Metalanguage
- * Cross-language connections

- * **Instructional Strategies (in both languages)**

- * TheDictado
- * Lotta Lara
- * Así se dice
- * Whole group instruction
- * Direct and explicit teaching



Spanish Literacy & Cross-language Connections

- * Authentic teaching of Spanish literacy
- * Explicitly helping children understand the similarities and differences between Spanish and English
- * Connections
 - * By theme (e.g. Avoiding obesity)
 - * By genre (e.g. poetry)
 - * By book (bilingual books)
- * Cognate Studies
- * Así se dice



Direct & Explicit Teaching of ELD

- * We are good at getting beginners to intermediate stages, but not good at moving intermediates to advanced levels;
- * We are hyper-focused on 'academic language' and have lost site of the need to develop a full range of language;
- * We have more data than ever that show it takes 5-7 years to learn an additional language
 - * Why then did we coin the term – long-term ELL?
 - * For Dual Language programs, is there a long-term SLL?
- * We have confused the teaching of ELD with teaching struggling readers;
- * We need ELD + Sheltered Strategies (not one or the other);.

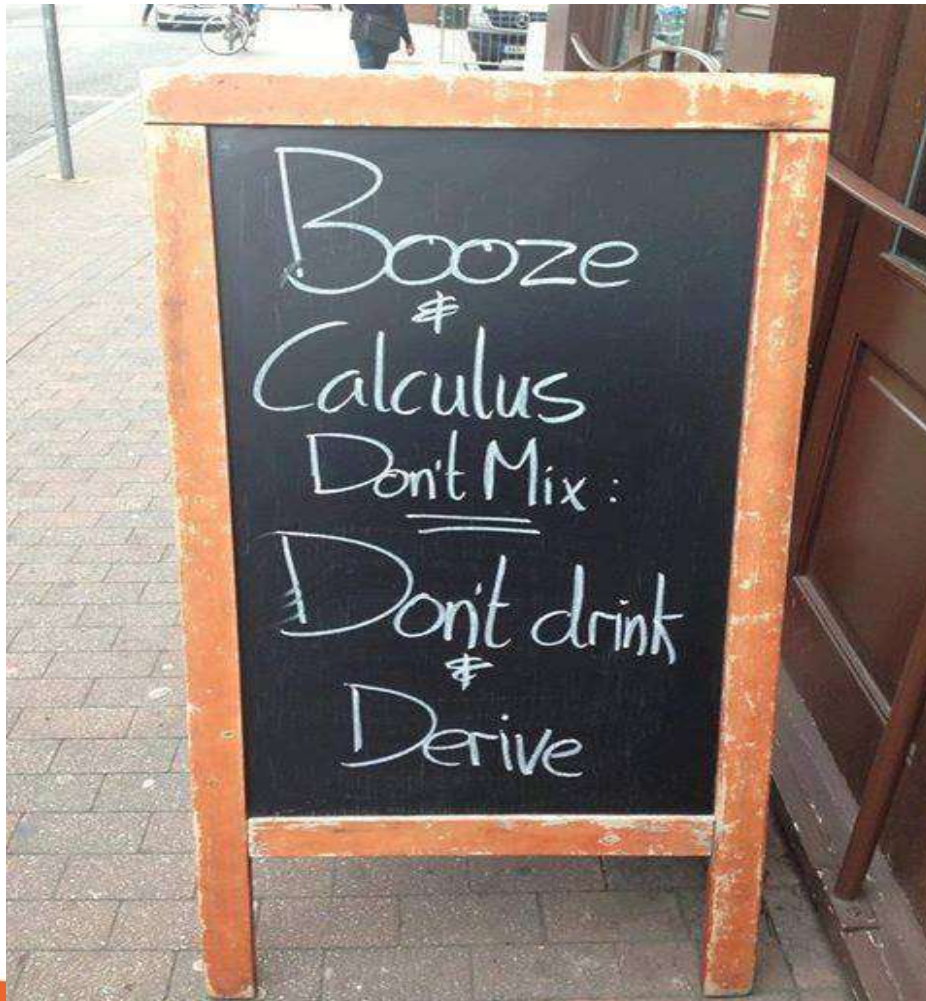


Hyper-focus on ‘Academic English’

- * *Teaching Academic Content and Literacy in Elementary and Middle School*. (2014). Washington DC: Institute for Educational Sciences.
- * “Academic Language in Teaching and Learning” – Special Issue of the *Elementary School Journal* (2011).
- * Zwiers, J. (2008). *Building Academic Language*. San Francisco: Jossey-Bass.
- * Center for Applied Linguistics – *Integrated Content and Language Instruction* (2014 – research digest).
- * Stanford University – *Understanding Language: Language, Literacy and Learning in the Content Areas*.
 - * *Supporting Academic Discussions for ELLs in Common Core Classrooms*.



What language skills do you need to understand this?



Literacy-based ELD in Literacy Squared (2016)

- * We need to help Emerging Bilinguals become highly proficient in **all domains and registers** of Spanish and English. Our ELD sets out to develop:
 - * Academic language
 - * Social language
 - * Language registers
 - * Pragmatic use of language
 - * Contextually appropriate use of language
 - * Language **writ large**
- * We argue that this development needs to be done in direct and explicit ways, and
- * We argue that this is quantitatively and qualitatively different than literacy for monolingual English children.



Mixed Messages: ELD or Reading for Monolingual English Readers



"Becoming biliterate better, not faster"

ELD = Monolingual Reading Program

A Case Study

- * Our ELD program is a reading program for MEs;
- * We test all children in grades 1-3 and put them in leveled reading groups;
- * Then we put the children into 5 groups - (1=high performing; 5= low performing);
- * Then to be equitable everyone gets differentiated instruction according to their level;
- * Most EBs end up in the low groups;
- * We are charged with accelerating the EBs;
- * We re-test every few weeks to see if there is acceleration;
- * We blame teachers if there is no acceleration.



What are we really doing?

- * Group 1 – **Bluebirds** are already high performing, they get ‘enrichment’
 - * Real books
 - * Certified teachers
 - * Literature circles
 - * Discussion and dialogue
 - * A chance to write about what they have read.



Group 5 - Turtles

- * Skills building
 - * Skills instruction decontextualized from text
 - * An interventionist who may not be a certified teacher
 - * They get to sit in front of a computer and learn that:
 - * the word one \neq 1
 - * one = own - the rime for the on-set of
 - * **b+one = bone;**
 - * **c+one = cone;**
 - * **z+one = zone**
 - * Never mind the bulletin board that says **1 = one**

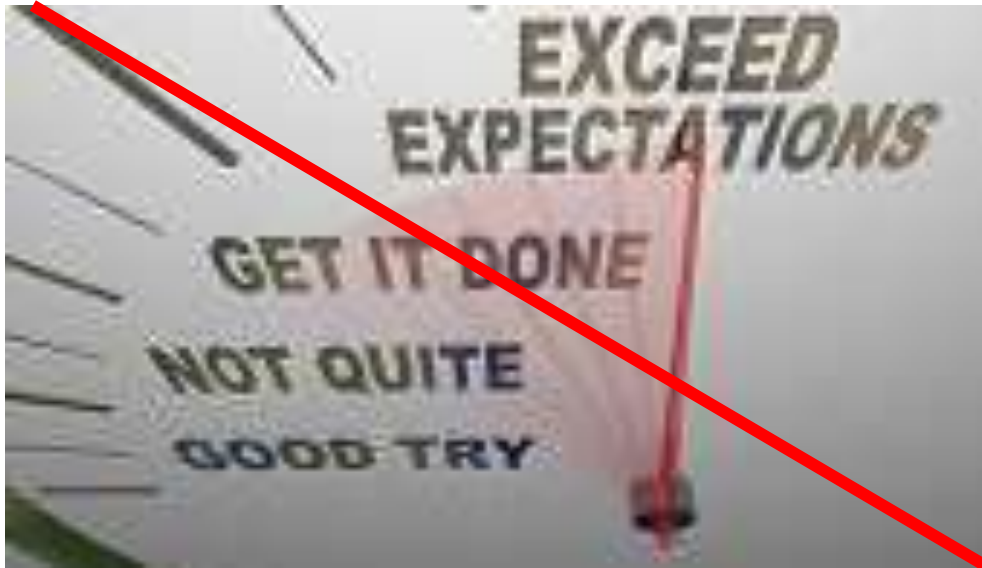


Group 5

- * Little opportunity for discussion
- * Little opportunity for writing
- * Little opportunity for acceleration
- * These practices (with little or no research support) = widening of the 'gap' both in terms of opportunity and academic outcome.



In this very common practice, we are doing neither acceleration nor ELD



Literacy-based ELD

- * Children engage in oracy, reading, re-reading and writing with real texts even at the very beginning stages of English acquisition;
- * Children do **not** sit for hours and hours doing independent reading and writing
- * Children are grouped for instruction by their Spanish reading level
- * Children have direct and explicit instruction with a focus on **shared** reading and writing
- * Lots of **oracy**



Whose National Anthem?



"Becoming biliterate better, not faster"

In Closing....

- * We should want for all children in our state and country what Marcos wanted for himself:

"Yo quiero triunfar en este país."

(I want to triumph in this country.)

