WELCOME TO TEACHING FOR BILITERACY BOOK STUDY

Text by: Karen Beeman and Cheryl Urow

Webinar Presented by Elizabeth LaFever and Kelly Parsons, Burlington-Edison School District
A once-a-month BOOK STUDY exploring and discussing
“Teaching for Biliteracy: Strengthening the Bridges between Languages”
This book by Beeman and Urow has been utilized by many of the leading dual language and high-performing English language learner schools throughout the United States as a template upon which to build highly effective, bilingual education programs. Technology requirements are minimal.

Register at: https://attendee.gotowebinar.com/register/2038815994266871555

* Participation is Complimentary  * One-hour Webinars: 4:00 PM – 5:00 PM

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<tr>
<th>Date</th>
<th>Focus Chapter(s) and Subject</th>
<th>Study Guide</th>
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<tr>
<td>Chapter 5</td>
<td>Language Resources, Linguistic Creativity, and Cultural Funds of Knowledge (*Reflection Activity: p.75, Table 5.1; p.5 of Handouts: Collect student oral or written language samples. No need to record–these can be overhead language samples.) Host: West View Ele., Burlington SD</td>
<td><a href="http://www.teachingforbiliteracy.com/chapter-5/">http://www.teachingforbiliteracy.com/chapter-5/</a></td>
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<td>Chapter 4, 6</td>
<td>Planning the Strategic Use of Two Languages, and Building Background Knowledge (*Reflection Activity: p.87, #2; p.6 of Handouts) Hosted by OSPI, Migrant &amp; Bilingual Education</td>
<td><a href="http://www.teachingforbiliteracy.com/chapter-4/">http://www.teachingforbiliteracy.com/chapter-4/</a> <a href="http://www.teachingforbiliteracy.com/chapter-6/">http://www.teachingforbiliteracy.com/chapter-6/</a></td>
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*Be prepared to share your Activity reflections during each Month's Book Share.

Questions: Contact Michael Shapiro shap40@frontier.com
**QUEST:** "Can you suggest good references for teaching the phonological, morphological, syntax and grammar, and pragmatic differences between English and Spanish or other languages?"

**ANSWER:** The glossary in our book, How Spanish Works (page 155) is meant to help with planning the metalinguistic focus of the Bridge. It is also a good resource for teams of teachers in a 2 teacher model where one teacher may not be bilingual. What is included in this glossary is meant to provide information about how Spanish works so that h/she could also do the Bridge.

We often use the language and foundational skills standards of the Bilingual Common Core State Standards developed in San Diego, California. This is a really good place as these two particular standards address phonology, morphology, syntax/grammar. Kim Potowski's new book on Spanish in the U.S. has some chapters that help understand the context for developing metalinguistic awareness in the U.S. [http://potowski.org/content/espEEUU](http://potowski.org/content/espEEUU). The book Desarrollo del español para maestros en programas bilingües makes a lot of references and comparisons between English and Spanish in its description of how Spanish works. It is on our website on the Resources page under the heading Resources about Spanish for Teachers: [http://www.teachingforbiliteracy.com/resources/](http://www.teachingforbiliteracy.com/resources/)
Key Concepts From Chapter 5

- Importance of Oral Language Development
- Simultaneous vs. Sequential Bilingual Development
- Recognizing and Building on Students’ Oral Language and Background Knowledge
  - linguistic creativity
  - varieties of Spanish
  - background knowledge
  - funds of knowledge
IMPORTANCE OF ORAL LANGUAGE DEVELOPMENT

Key passages
Pg. 66-"To ensure success and avoid inappropriate assumptions about how bilingual students use their languages for learning, programs for teaching reading and writing must acknowledge the fundamental link between oral language and literacy."

Pg. 67 “We consider all of our students to be bilingual because they are developing skills in all four language domains-listening, speaking, reading and writing—and they are doing so in two languages.”
Definition in your own words

Oral Language

Example

Instructional Implications

Questions that still remain
Simultaneous bilinguals may have one parent of family member who interacts with the child in one language and another parent of family member who interacts with the child in the other language.

Same stages of development as monolinguals though vocabulary knowledge is shared between the two languages.

“Da me la ball!”

“rojo, yellow, orange, azul, verde.....”

Context plays a huge role and vocabulary may reflect that
Recognizing and building on students' oral language and background knowledge

- Linguistic creativity
- Varieties of Spanish
- Background knowledge
- Funds of knowledge
LINGUISTIC CREATIVITY

**Code Switching** - Tag switching, intersentential switching, and intra-sentential switching

**Linguistic borrowing** - creating new words by borrowing between languages (common among younger students)

**Semantic extension** - use of words in one language that come from the other language but have taken on a new meaning.

**Calque** - Linguistic elements copied from one language and used in the other
## ANALYZING ORAL LANGUAGE

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ANALYZING ORAL LANGUAGE CONTD.

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Spanish is a widely diverse language from Spain, Puerto Rico, Columbia to ranchos in Oaxaca.

Teachers should expect diversity rather than standard vs non-standard Spanish teaching.

Pg. 72 pp 2-"The positive approach is to incorporate into teaching and programs what students bring with them to school and to address what they need to be academically successful."
BACKGROUND KNOWLEDGE

The closer connected the students background knowledge and experience to the curriculum and materials the more likely students will make connections between the two places and have higher academic achievement.

To learn more tune in March 16 regarding Chapter 6
FUNDS OF KNOWLEDGE
Funds of Knowledge

Definition in your own words

Example

Instructional Implications

Questions that still remain
1. All people have knowledge that comes from their life experiences.

2. Teachers need to learn about their students’ knowledge by observing, by asking questions (not assuming they have the answers), and by building relationships with students and their families.

3. The role of the teacher is to adapt the curriculum and materials to incorporate student experiences and knowledge.
Thank you for your interest and support!