

# CONTENTS

## CHAPTER 1

### Foundations in Teaching for Biliteracy 1

KEY POINTS 1

WHAT DO WE MEAN BY TEACHING FOR BILITERACY? 2

THE BRIDGE AND BRIDGING 4

SOCIOLINGUISTIC PREMISES ABOUT TEACHING FOR BILITERACY 5

The Stratification of Languages in Society 5

A Holistic, Multilingual View of Bilingual Learners 8

Contrastive Analysis between Languages 10

CREATING BILINGUAL UNITS OF INSTRUCTION: A BILITERACY UNIT FRAMEWORK 14

PLANNING FOR BILITERACY AT THE CLASSROOM LEVEL FROM THE LEARNER'S  
PERSPECTIVE 15

PROGRAM CONSIDERATIONS 19

Allocating Language and Content in Dual-Language Programs 19

Allocating Language and Content in Developmental and Transitional Bilingual Programs 20

Planning for Biliteracy in Heritage Language Programs 21

ACTIVITIES FOR REFLECTION AND ACTION 21

## CHAPTER 2

### Students: A Multilingual Perspective 23

KEY POINTS 23

BEGINNING WITH THE LEARNER 23

BILITERACY LEARNER PROFILES 24

Carmen: A Newly Arrived Immigrant from a Spanish-Only Home 25

Paulo: A First-Generation U.S. Student with Oral Proficiency in Spanish and English 25

Antonio: A Newly Arrived Immigrant with Educational Experience in Spanish 26

Lucía: A Heritage Spanish Speaker in a Spanish-for-Native-Speakers Program 27

Hannah: A Dual-Language-Program Student from an English-Only Home 29

KEY CHARACTERISTICS THAT DISTINGUISH BILINGUAL LEARNERS 29

Linguistic Characteristics 29

Cultural Characteristics 30

Academic Characteristics 32

COLLECTING INFORMATION ABOUT STUDENTS: TOOLS AND STRATEGIES 32

The Kind of Information to Collect 32

How to Collect Information 33

Instructional Strategies That Inform While Teaching 34

MEETING THE NEEDS OF DIFFERENT LEARNERS 34

BILITERACY LEARNER PROFILES AND THE THREE PREMISES 34

ACTIVITIES FOR REFLECTION AND ACTION 35

## CHAPTER 3

### Teachers: Capitalizing on Life Experiences and Diversity 36

KEY POINTS 36

TEACHER PROFILES 36

Elena: *Normalista* from Mexico 36

Monica: U.S.-born Latina	39
Susan: Adult Learner of Spanish	40
TEACHER COLLABORATION AND REFLECTION	42
Engaging in Self-Reflection	44
Addressing the Strengths and Challenges of Each Teacher	44
TEACHER PROFILES AND THE THREE PREMISES	46
ACTIVITIES FOR REFLECTION AND ACTION	47

## **CHAPTER 4**

### **Planning the Strategic Use of Two Languages 48**

KEY POINTS	48
PLANNING FOR THE TEACHER'S USE OF LANGUAGE	48
PLANNING STUDENTS' CROSS-LINGUISTIC DEVELOPMENT: THE BRIDGE	50
UNIT PLANNING FOR THE STRATEGIC USE OF TWO LANGUAGES	51
Integrating Language Arts and Content-Area Instruction	51
Beginning with a Concrete Activity	52
Moving from the Concrete to the Abstract	56
Reading and Writing Comprehensible Text	57
Making Cross-Linguistic Connections through the Bridge	60
THE BILITERACY UNIT FRAMEWORK AND THE THREE PREMISES	61
ACTIVITIES FOR REFLECTION AND ACTION	62

## **CHAPTER 5**

### **Language Resources, Linguistic Creativity, and Cultural Funds of Knowledge 66**

KEY POINTS	66
THE IMPORTANCE OF ORAL LANGUAGE	66
ORAL LANGUAGE DEVELOPMENT OF BILINGUAL LEARNERS	67
Simultaneous Bilingual Development	67
Sequential Bilingual Development	68
RECOGNIZING AND BUILDING ON STUDENTS' ORAL LANGUAGE AND BACKGROUND KNOWLEDGE	69
Linguistic Creativity of Bilingual Learners: Using Spanish and English Together	69
Varieties of Spanish	71
Student Background Knowledge	72
Student Funds of Knowledge	73
TEACHERS AS LEARNERS: STRATEGIES FOR LEARNING ABOUT STUDENTS	74
Analysis of Student Linguistic Creativity	75
Tapping into Student Language and Cultural Resources	76
ORAL LANGUAGE, BACKGROUND KNOWLEDGE, AND THE THREE PREMISES	76
ACTIVITIES FOR REFLECTION AND ACTION	77

## **CHAPTER 6**

### **Building Background Knowledge 78**

KEY POINTS	78
STUDENT FUNDS OF KNOWLEDGE AND LINGUISTIC CREATIVITY IN THE CLASSROOM	78
IMPLEMENTING THE BILITERACY UNIT FRAMEWORK	79
STRATEGIES THAT SUPPORT THE DEVELOPMENT OF BACKGROUND KNOWLEDGE AND ACADEMIC LANGUAGE	80
Total Physical Response and Adapted Readers' Theater	81
Concept Attainment	81

Fishbowl	82
Field Trip, Experiment, and Movie	82
Word Sort and Sentence Prompts	83
Other Strategies for Developing Background Knowledge and Academic Oral Language	83
STRATEGIES FOR THE CONTINUED SUPPORT OF ACADEMIC LANGUAGE IN THE CLASSROOM	84
Model and Redirect	85
Formal and Informal Language Anchor Charts	85
Contrastive Analysis of Language	86
BUILDING BACKGROUND KNOWLEDGE AND ACADEMIC ORAL LANGUAGE AND THE THREE PREMISES	87
ACTIVITIES FOR REFLECTION AND ACTION	87

## CHAPTER 7

### Reading Comprehension 88

KEY POINTS	88
THE IMPORTANCE OF COMPREHENSION IN LITERACY INSTRUCTION	88
The Inseparability of Reading Comprehension and Reading Skills	88
The Interacting Elements of Comprehension: Reader, Text, and Context	90
CREATING A CLASSROOM THAT IS FOCUSED ON COMPREHENSION	92
Assessing Comprehension	92
Picture Walk, Read Aloud, Talk to Your Partner, and Sentence Prompts	92
Language Experience Approach	94
Focused Reading	94
Say Something	95
CLASSROOM ROUTINES THAT ENHANCE COMPREHENSION: SUSTAINED SILENT READING AND READERS' INTERVIEWS	95
READING COMPREHENSION AND THE THREE PREMISES	97
ACTIVITIES FOR REFLECTION AND ACTION	98

## CHAPTER 8

### Writing: A Multilingual Perspective 99

KEY POINTS	99
LEARNING TO WRITE IN SPANISH IN THE UNITED STATES: AN INTEGRATED APPROACH	99
FROM ORAL LANGUAGE TO PRINT	100
Emergent Writing at the Word Level	101
Emergent Writing and Discourse Pattern	101
WRITING STRATEGIES THAT RESPECT AND REFLECT ALL THE LANGUAGE RESOURCES OF TWO-LANGUAGE LEARNERS	104
Language Experience Approach	104
Dialogue Journals	106
Content-Area Journals	107
TEACHING AND ASSESSING WRITING WITH A MULTILINGUAL PERSPECTIVE	108
AN INTEGRATED APPROACH TO TEACHING WRITING AND THE THREE PREMISES	112
ACTIVITIES FOR REFLECTION AND ACTION	112

## CHAPTER 9

### Word Study and Fluency: The Dictado and Other Authentic Strategies 114

KEY POINTS	114
A CONSTRUCTIVIST APPROACH TO WORD STUDY	114
MATCHING WORD STUDY TO THE STRUCTURE OF THE LANGUAGE	115

WORD STUDY AND INITIAL LITERACY INSTRUCTION IN SPANISH 118  
SPANISH WORD-STUDY STRATEGIES 119  
    Phonological Development in the Primary Grades 120  
    Word Walls and Anchor Charts in Spanish 122  
    The Dictado 126  
ASSESSING WORD-STUDY GROWTH 128  
FLUENCY 130  
WORD STUDY AND FLUENCY AND THE THREE PREMISES 131  
ACTIVITIES FOR REFLECTION AND ACTION 131

**CHAPTER 10**  
**The Bridge: Strengthening Connections**  
**between Languages 133**

KEY POINTS 133  
BRIDGING RATHER THAN TRANSITIONING: MOVING FROM A ONE-WAY STREET TO A TWO-WAY  
BRIDGE 133  
BRIDGING AND THE STRATEGIC USE OF TWO LANGUAGES 134  
KEY CHARACTERISTICS OF THE BRIDGE 135  
    Focus on Language Through the Use of a Concrete Activity 135  
    Active Student Engagement 136  
    Contrastive Analysis 140  
IMPORTANT ELEMENTS OF THE BRIDGE 143  
    The Focus of the Bridge 143  
    Frequency of the Bridge 143  
    Extension Activities 144  
    Knowledge of Spanish That Students May Use in English 144  
CONSIDERATIONS FOR SUCCESSFUL USES OF THE BRIDGE 147  
    Time and Frequency 147  
    Where the Bridge Fits in the Overall Instructional Plan 147  
    Process: Students Anchor the Bridge 148  
SAMPLE EXTENSION ACTIVITIES FOR 1ST GRADE AND HIGH SCHOOL 148  
BRIDGING AND THE THREE PREMISES 149  
ACTIVITIES FOR REFLECTION AND ACTION 149

GLOSSARY 151

HOW SPANISH WORKS 155

REFERENCES 167

INDEX 171