# 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
  - Lucia: 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

© Caslon, Inc. All rights reserved.
## Contents

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  

© Caslon, Inc. All rights reserved.
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
## Contents

- 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