

Teaching Spanish Literacy in the United States: A Unique Endeavor

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Annual Meeting for Bilingual / ESL Education Program
Administrators and Title III Coordinators

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Agenda

1. Introductions
2. Agree-Disagree Chart
3. Three premises for teaching Spanish Literacy
4. Appropriate Strategies for Spanish Literacy Instruction
5. Resources
6. Closure

Anticipation Guide

Directions: Please mark whether you agree or disagree with each statement

Statement	Agree	Disagree
1. Every bilingual student has a dominant language.		
2. Students can learn to read and write in two languages without becoming confused..		
3. We should delay the teaching of English until students in bilingual program are in 2nd or 3rd grades..		
4. Code switching in bilingual students is normal.		
5. Students who mix Spanish and English do not have a dominant language and they are confused.		
6. The "Spanglish" spoken by our students is not a pure language and should therefore be prohibited. (troca, frizar, etc.)		
7. English as a second language should be connected conceptually to what is taught in Spanish. It should not be an additional subject that is separated. adicional a todas las demás.		
8. We should adopt the materials and programs from Spanish speaking countries since they work. .		
9. Any time spent in Spanish should be optimal and should reflect the uniqueness of Spanish, even if Spanish is used as a means to transitioning to English.		

Spanish literacy instruction in the United States is unique because ...		
...Spanish is a minority language in a majority culture	...students use both their languages for literacy development	...both Spanish and English are governed by distinct linguistic and cultural rules
Therefore, we must elevate the status of Spanish in the classrooms and schools.	Therefore, we must plan for the strategic use of all linguistic resources, and explicitly teach language transfer skills and strategies.	Therefore, we must avoid the wholesale import of methods from English and create methods that reflect Spanish in the United States.
<p>How?</p> <ul style="list-style-type: none"> • Bilingual teachers speak Spanish among themselves. • Public announcements are made in Spanish. • Invited guests and scheduled presentations highlight the benefits of being bilingual. • Bilingual teachers 	<p>How?</p> <ul style="list-style-type: none"> • Teachers use one target language at a time for instruction and do not mix languages • Instructional strategies are used to support student development in the target language (sentence prompts, Word Banks, etc.) • Teachers provide 	<p>How?</p> <ul style="list-style-type: none"> • Materials are used as resources and not as a curriculum. • Texts originally written in Spanish are preferred to translations. • All materials are modified according to the rules of the language (example, the sounds of the letters are taught in

<p>hold their meetings in Spanish.</p> <ul style="list-style-type: none"> • Print in Spanish is added to the walls and bulletin boards of the school's public places 	<p>explicit instruction in the transfer vocabulary and skills between languages.</p> <ul style="list-style-type: none"> • Classroom instruction is designed to move students from social language to academic language, while at the same time accepting and respecting the language students bring to school. 	<p>Spanish and not their names)</p>
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Word Study Focus

Literacy instruction in Spanish differs from English instruction because...

One: Phonics

The order in which vowels and consonants are taught is different (Escamilla, 2009)

For example, the role of vowels in Spanish is critical, and yet it is not critical in English. (Escamilla, 2009)

For example, in Spanish, vowels emerge before consonants. In English, consonants emerge before vowels. (Escamilla, 2009)

Implications:

- Phonics instruction should begin with the vowels, analyzed in already known words generated by the students.
- Materials translated from English to Spanish may not reflect this principle.

Literacy instruction in Spanish differs from English instruction because...

Two: Phonics and Spelling

Spanish is a very consistent, regular alphabetic language. Spelling of words can be derived by listening for its component syllables and phonemes and writing the corresponding letters. There is only one correct spelling for each word. (Mora, 2009)

Therefore, phonics is typically emphasized less in Spanish instruction than in English instruction. (Escamilla, 2009)

There is little focus on letter ID; it is the sounds the letters make that matter. (Escamilla, 2009)

Implications:

- Spelling lists and programs are not necessary in Spanish the same way they are in English. (Beeman and Urow, 2009) Other strategies, like a modern “dictado”, teach and assess spelling knowledge more comprehensibly than spelling tests.
- No need for sight words
- No need to teach letter names and less emphasis on teaching initial sounds of words
- Assessments such as DIBELS are not helpful
- Materials need to follow Spanish construction; most materials and programs follow English construction
- Assessment must reflect Spanish construction and not English.

Literacy instruction in Spanish differs from English instruction because...

Three: Phonics and Writing

Phonological awareness develops differently in Spanish (Vernon and Ferreiro, 1999) and therefore is emphasized differently.

In English, phonemic awareness is developed before exposure to print; it is developed through oral language, and through songs, games, rhymes, read alouds, etc. (Escamilla, 2009)

In Spanish, phonological awareness is best developed through writing and analysis of written language. It is as children write and reflect on their writing that they analyze speech. Analysis of speech is not done only through oral communication. (Escamilla, 2009)

Implications:

- Strategies and materials used to develop phonological awareness in English cannot simply be translated into Spanish and used the same way.
- Students must begin writing in pre-school in Spanish and continue to write independently throughout their schooling.
- Expectations of student writing and phonological development will differ from English, and this must be represented in the types of placements and assessments used.

Literacy instruction in Spanish differs from English instruction in that...

FOUR – Structural Analysis

With regard to structural analysis, different parts of words and rules matter in Spanish and impact word meaning, writing, and spelling.

<p>Word endings provide more powerful patterns to focus on than on-set and rime. (Escamilla, 2009).</p>	<p>Morphemes are crucial to understanding word meaning in Spanish (prefixes and suffixes, root words, etc.) Many parts of words in English do not change the way they are required to in Spanish. Changes in Spanish include verb tense, number and gender agreement and size and affection (-ito, -ón, ísimo). (Mora, 2009).</p>	<p>Past tense writing in Spanish requires knowledge of accent rules – a harder task than comparable English.</p>	<p>Understanding the 5 different kinds of syllables that exist in Spanish and the rules that govern them help students learn accent marks and how to identify the meaning of words that are spelled the same but contain different accent marks. (Beeman and Urow based on Escamilla, 2009)</p>	<p>In Spanish a few phonemes can be spelled in more than one way (/h/=g or j as in jinete, girasol; /s/s as in cita, sitio; /k/ c & qu), whereas in English there are 19 consonant phonemes that are sometimes spelled using more than one letter. (Mora, 2009)</p>	<p>In Spanish, there are a few spelling patterns that tell us how a letter is pronounced in certain words. Some letters represent more than one sound, depending on what letter follows (c before a, o and u = /k/; c before e, i = /s/)</p>
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- Implications:**
- Word walls and other anchor charts and supports must be used differently than in English.
 - Scope and sequence of word study will be different at every grade level.
 - Assessment must match instruction and be created differently for Spanish structural analysis.
 - These rules are what dictados should focus on.

Kindergarten – Spanish Word Study

Word Study Area	Possible themes for comprehensible context	Possible skills to cover	Possible Activities and Strategies
Phonics	<p>Thematic units: La Familia Quien soy yo</p> <p>Concrete activities that include photos, Realia,, demonstrations, etc.</p> <p>Strategies:</p>	<p>Begin with words that are known to students. Segment the words into their syllables.</p> <p>Begin with the vowels and then add consonants, moving into the formation of syllables.</p> <p>Students develop phonological awareness as they write independently every day using journals</p>	<p>Divide classroom names into short and long names. Find the vowels (and subsequently the consonants) in the names.</p> <p>Within a meaningful context such as an LEA, present the vowels matched to consonants.</p> <p>Have students circle the words they write.</p> <p>Once the words are written, have them divide the words into syllables.</p> <p>Clap for every syllable</p> <p>Independent writing in journals. No prompts from teacher.</p> <p>Create word walls with students based on the kindergarten skills (see word wall description)</p> <p>Word Sorts and Word Walls</p>
Orthography (spelling)		<p>Fine motor skills: using a diverse set of strategies, have students create letters with crepe paper, using sand paper, etc.</p>	<p>Fine motor skill work: find words that contain certain syllables (in newspapers, magazines, etc.)</p> <p>Dictado: Students dictate to each other, teacher</p>

dictates to students, etc. focusing on known words.

First Grade – Spanish Word Study

Word Study Area	Suggested themes for comprehensible context	Skills to cover	Suggested Strategies
Phonics	<p>Thematic Units:</p> <p>Life cycle of living things My community (family, classroom, school, town, etc.)</p>	<p>Review how syllables are joined together to form words.</p> <p>Phonological awareness development as they write independently every day using journals.</p> <p>Highlight high frequency words often misspelled (boy=voy) and those that need accent marks (papá, mamá)</p>	<ul style="list-style-type: none"> • Begin with words that are known to students. • Divide classroom names into short and long names. • Find the vowels in the short and long names. • Within a meaningful context such as an LEA, present the vowels matched to consonants • Writer’s workshop • LEA
Structural Analysis	<p>Strategies:</p> <p>TPR LEA Realia Videos Experiments Field Trips</p>	<p>Word families contain words related to the same concept. Change in word endings indicate size, age, intensity or feelings toward the person (zapato, zapatero, zapatería, zapatito).</p>	<ul style="list-style-type: none"> • Separate word wall for English • Separate word wall for Spanish • Word wall for word families, H (silent in Spanish) • Word Sorts
Orthography (spelling)		<p>Accent marks Often misspelled words</p>	<p>Dictado: Use a variety of version (focusing on fluency as well as spelling)</p>
Grammar		<p>Verb and subject agreement. Importance of articles and general agreement.</p>	<p>Capture these skills in word walls and mini-lessons as part of writer’s workshop</p>

Second Grade – Spanish Word Study

Word Study Area	Suggested themes for comprehensible context	Skills to cover	Suggested Strategies
Phonics	Mi comunidad Mi familia El sonido La luz	Introduce syllable categories (closed and open) Review first grade skills	Word Sorts Word Walls Writer’s Workshop and mini-lessons LEA
Structural Analysis	Strategies to create context: TPR LEA Realia Videos Experiments Field Trips	Elaborate on word families Introduce concept of root words, prefixes, suffixes. Begin cognate study between English and Spanish. Contractions: <i>a + el: al; de + el: del</i>	Word Walls Word Sorts
Orthography (spelling)		Accent mark rules: how accents cause words to change meanings: <i>el papa, papa, la papa, hablo/habló</i> Use of silent H	Different version of the Dictado Word Walls
Grammar & Syntax		<ul style="list-style-type: none"> • Word order in Spanish is unique. • Simple and complex sentences. • Role of pronouns (subject, direct/indirect object, object of a preposition). • Verbs and categories (regular and irregular) • Simple and compound verbs. 	Mini-lessons LEA

Third Grade – Spanish Word Study

Word Study Area	Suggested themes for comprehensible context	Skills to cover	Suggested Strategies
Structural Analysis	Strategies: TPR LEA Realia Videos Experiments Field Trips	Define and categorize Latin and Greek word origins Study changes in word function by changing forms (adjective to adverbs with <i>-mente</i> , use of infinitives and gerunds as nouns).	Word Sorts Word Walls
Orthography (spelling)		Spelling rule change for English/Spanish cognates	Dictados
Grammar & Syntax		<ul style="list-style-type: none"> • Elaborate on complex sentence components and clauses. • Passive use of <i>se</i> • Uses and syntax of <i>gustar</i> and similar verbs. • Categorize pronouns according to form and function. • Conditional tense and if clauses • Verb mood and present subjunctive • Verb tense and usage contrasts (<i>ser</i> vs. <i>estar</i>, preterit vs. imperfect, simple vs. compound tenses, forms with <i>estar</i> and <i>haber</i>). 	Word Sorts LEA Writer’s Workshop Mini-Lessons and Conferencing

Las Paredes con Palabras

GRADOS PRIMARIOS	GRADOS INTERMEDIOS
Kinder	Tercero
Una pared con palabras para cada lenguaje (separar los lenguajes), especialmente para las vocales	Homófonos (<i>ola/hola; a ver/haber; hacer/ a ser</i>)
Pared con palabras con ejemplos de cada vocal y consonante (vocales primero, consonantes después)	Reglas para la V; Reglas para la B Reglas para la LL Reglas para la H Reglas más comunes para la acentuación
Demostrar como se juntan las silabas para crear palabras (<i>pa+ to=pato; ma+ lo=malo</i>)	Ejemplos de palabras de uso frecuente que se tienden a escribir incorrectamente
Incluir los artículos (<i>la rana, el libro, el reloj</i>)	Familias de Palabras: <i>Flor – florero-florería</i> <i>Libro-librería – librero</i>
Palabras de uso frecuente del español, no el inglés (Cornejo)	Representación de fechas y números – diferente en inglés que en español 3-2-09 (3 de febrero del 2009)
Primer Grado (Construir sobre el conocimiento de kinder)	Palabras que son iguales en inglés y en español al agregarle una letra (<i>problem, problema; justice, justicia, etc.</i>)
Palabras de uso frecuente que usualmente se escriben incorrectamente (<i>Boi=voy, llo=yo, bamos=vamos; sena=cena, etc</i>)	Contrastar ingles y español (En español, _____, pero en inglés _____) Días de la semana, meses del año, etc.
Listas que modelan mayúsculas y minúsculas (Ch, no CH, Ll, ll, etc.)	Como se escucha, como se escribe (<i>it=eat; moll=mall</i>) Sintaxis y orden de palabras
Dibujar una H con cara y ojos, y nariz (le falta la boca) para ilustrar que es silencioso	Cuarto Grado
Palabras con la rr, ñ en medio y NO en posición inicial	Palabras compuestas – <i>cumpleaños; rascacielos; tocadiscos, paracaídas, quemacocos</i>
Familias de palabras: <i>pan, panadero, panadería, pez, pescado, pescador</i>	Usar un color distinto para cada lenguaje – palabras escritas iguales en ambos lenguajes pero pronunciados de manera distinta (<i>idea, natural,</i>)
Palabras de uso frecuente que requieren de acentos/tildes/diéresis: papá, mañana, piña, bilingüe	Quinto Grado
Segundo Grado (Construir sobre el conocimiento de primero)	Atención a los cognados y el vocabulario técnico
Contracciones: <i>a + el: al; de + el: del</i>	El estudio de la morfología (prefijo, sufijo, etc.)
Combinaciones de consonantes: <i>fr= frío; fl= flor, pl=plato</i>	Contrastar el ingles y el español – puntuación, sintaxis, etc.
Como los acentos cambian el significado de las palabras: <i>el papa, el papá, la papa, hablo/habló</i>	Atención a las similitudes de los dos lenguajes.
Palabras usadas frecuentemente en la escritura: favorito; familia; hermanos	
Concordancia de género y número	

Word Walls in Spanish

PRIMARY GRADES	INTERMEDIATE GRADES
Kindergarten	Third Grade
Separate word walls for Spanish and English (especially for vowels)	Homophones (<i>ola/hola; a ver/haber; hacer/ a ser</i>)
Word walls with examples for each initial consonant and vowel (vowels first, consonants in order of frequency in language)	Rules of V; Rules for B Rules for B/V; Rules for LL Rules for Accent Marks – most common Rules for H – 3 most common (not all)
Demonstrate how to join syllables together to make words (<i>pa+to=pato; ma+lo=malo</i>)	Examples of high utility words that are frequently misspelled
Word walls with articles (<i>la rana, el libro, el reloj</i>)	Word Families: <i>Flor – florero-florería</i> <i>Libro-librería - librero</i>
High frequency words based on Spanish NOT English (see attachment)	Notation devices 3-2-03 in English is the 2nd of March, in Spanish it is the 3rd of February
First Grade (Build on and use kinder word walls)	Words that add a letter in Spanish but otherwise are the same (<i>problema problema; justice, justicia, etc.</i>)
High frequency words that are frequently misspelled (<i>Boi=voy, llo=yo, bamos=vamos; sena=cena, etc</i>)	Contrast English and Spanish (In Spanish we _____, but in English we _____) days of week, months of year, etc.
Word walls that model upper and lower case letters (Ch, not CH, Ll, ll, etc.)	How it sounds / how it's spelled (<i>it=eat; moll=mall</i>) Syntax – Word Order
H on word wall with a face with eyes, nose and no mouth to illustrate it is a silent letter	Fourth Grade
Word walls with rr, ñ in medial NOT initial positions	Compound words – <i>cumpleaños; rascacielos; quemacoco; tocadiscos, paracaídas</i>
Word families: <i>pan, panadero, panadería, pez, pescado, pescador</i>	Color coded words that are spelled the same in Spanish and English but pronounced differently (<i>idea, natural,</i>)
High frequency words that need accents/tildes/dieresis: <i>papá, mañana, piña, bilingüe</i>	Fifth
Second Grade (Build on and use 1st grade word walls, especially last 2 in first grade)	Attention to cognates in technical vocabulary
Contractions: <i>a + el: al; de + el: del</i>	Study of morphology (prefixes, suffixes, etc)
Common blends: <i>fr= frío; fl= flor, pl=plato</i>	Contrasting English and Spanish Punctuation; Syntax; Notation devices
How accents cause words to change meanings: <i>el papa, papa, la papa, hablo/habló</i>	Attention to similarities between the two languages
Frequently used words in writing: favorito; familia; hermanos	
Gender agreement	

Karen Beeman, based on work done by Kathy Escamilla 2009

El Dictado

Elaborado por Cheryl Urow y Karen Beeman, basado en el trabajo de Kathy Escamilla

El dictado es una estrategia que se utiliza para trabajar los diferentes componentes del estudio de palabras, enfocándose mayormente en la ortografía y la fluidez. A continuación encontrará los pasos a seguir para llevar a cabo el dictado en los grados primarios.

1. Luego de revisar la escritura de sus estudiantes, escoge una oración o más (vea las sugerencias a continuación) por medio de la cual desea enseñar o enfatizar algún aspecto del estudio de palabras. El dictado debe surgir de un contexto comprensible conocido por los estudiantes. Ellos deben conocer todas las palabras del dictado.

Sugerencias en cuanto a la cantidad de oraciones:

Kinder: Unas palabras claves o una oración sencilla

Primero: Una oración sencilla o compleja

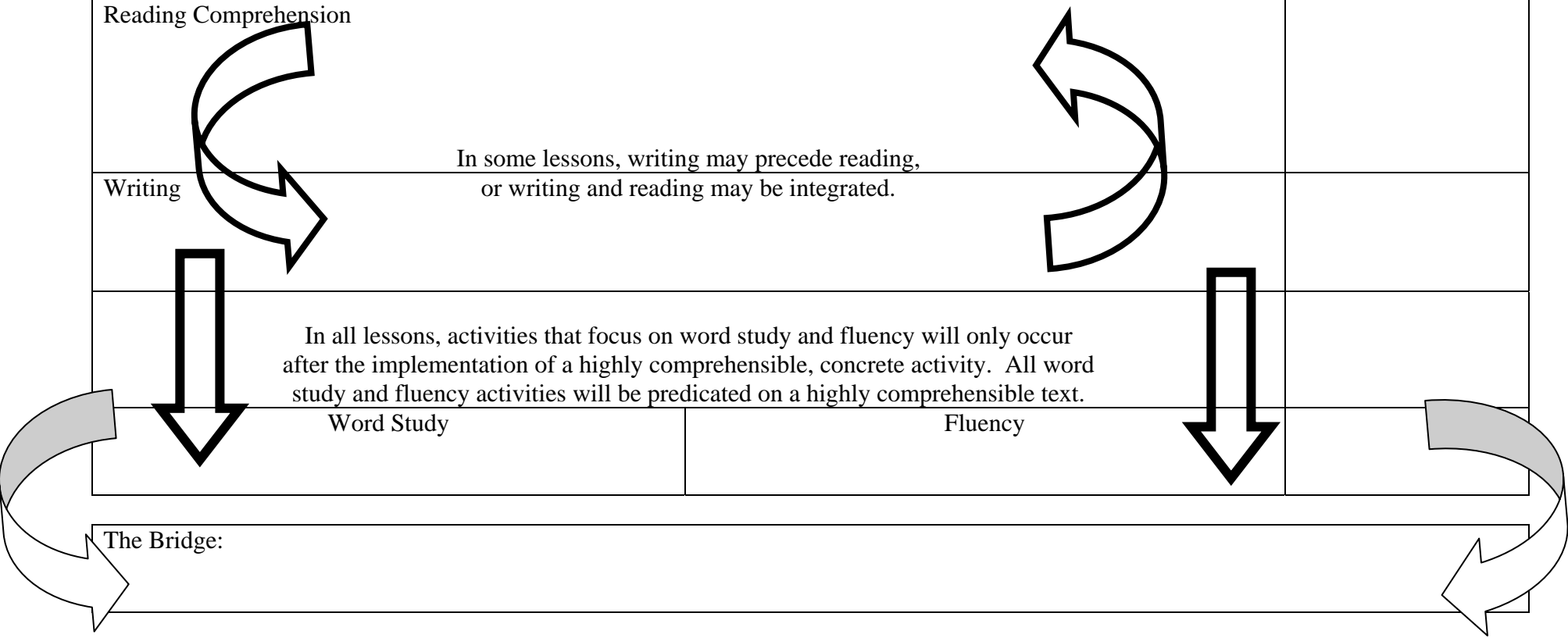
Segundo: Dos oraciones

Tercero: Tres oraciones o párrafos sencillos

2. Utilizar el mismo dictado durante toda la semana, trabajando diferentes aspectos de estudio de palabras y fluidez. Lo que sigue son ejemplos. Las actividades posibles con el dictado son muchas y son muy diversas. La clave es enfatizar lo que sus estudiantes están listos para aprender.

lunes	martes	miércoles	jueves	viernes
Introducir el dictado. Los estudiantes escriben lo que dicta la maestra. Luego, la maestra lo escribe para que los estudiantes lo revisen.	Mini-lección sobre la puntuación y el subrayar títulos de libros usando el dictado del lunes.	Los estudiantes se dictan el dictado entre ellos, uno lo lee y el otro lo escribe. Si el dictado contiene más de una oración, la actividad puede hacerse como una “actividad entre dos” donde un estudiante tiene un texto que el otro no tiene, y sin ver el texto del otro, deben dictarse para elaborar el texto juntos.	Los estudiantes agregan más texto al dictado, sea en grupo o de manera individual.	Se dicta el trabajo como manera de evaluar a los estudiantes.
Ejemplo: <i>La mamá de Clara vino a leer el libro, <u>Tortillitas para Mamá.</u></i>	Trabajo de gramática.	Trabajo de fluidez y de ortografía.	Trabajo de escritura.	Evaluación de estudio de palabras.

Theme/Big Idea:	Formative Assessment
Concrete, interactive activity focused on developing academic oral language and background knowledge	
Reading Comprehension	
Writing	
<p>In some lessons, writing may precede reading, or writing and reading may be integrated.</p>	
<p>In all lessons, activities that focus on word study and fluency will only occur after the implementation of a highly comprehensible, concrete activity. All word study and fluency activities will be predicated on a highly comprehensible text.</p>	
Word Study	Fluency
The Bridge:	



Beeman and Urow, In Press, 2009

Recommended Sources for Spanish Materials:

Del Sol Books, Ray Vance (Manager)

ray@delsolbooks.com

www.delsolbooks.com

(858) 2020-0235

Toll Free: 888-DEL SOL-1

Websites that list bookstores and other good websites:

<http://www.npl.org/Pages/Multimac/Collections/multimacspanish.html>

Comprehensive List of Publishers and Contact information

<http://www.zonalatina.com/Zlchild.htm>

Resources from Latina America

<http://www.nlc.state.ne.us/libdev/spanish/spanishlanguage.html>

Spanish Language Titles recommended for purchase

<http://www.criticasmagazine.com/>

Magazine for librarians with lots of reviews of Spanish books for children. Highly recommended!

<http://www.reforma.org/libresources.html>

Resources for Libraries

<http://www.cervantesvirtual.com/index.jsp>

Biblioteca Virtual del Español (con una sección para literatura infantil)

<http://www.cal.org/resources/digest/0203winke.html>

Selecting materials to teach Spanish to Spanish Speakers

Publishers:

<http://www.lectorum.com/>

Lectorum

<http://www.alfaguara.santillana.es/index.php>

Alfaguara

<http://www.ngsp.com/>

National Geographic / Hampton Brown

<http://www.santillanausa.com/>

Santillana

<http://tesoros.macmillanmh.com/national>

Tesoros - MacMillan

Páginas Web en español:

<http://todoele.net/>

Sitio para profesores del español como lengua extranjera.

http://www.sep.gob.mx/wb2/sep1/sep1_Ninos_SEP

Secretaría de Educación Pública en México

<http://redescolar.ilce.edu.mx/redescolar2008/index.html>

Red Escolar en Español de México

<http://www.ime.gob.mx/redesmexico/index.php>

Instituto de los Mexicanos en el Exterior

<http://www.eschoolnews.com/escuelaamericana/Oct0107escuelaamericana.htm>

Noticias digitales sobre temas educativos en EEUU.

<http://www.clubcultura.com/clubliteratura/>

Club Literatura (información sobre autores, cine, etc.)

Websites for Teachers (Spanish Teachers, Bilingual Teachers, etc.):

<http://www.eduplace.com/graphicorganizer/spanish/>

Ayudas Gráficas

<http://www.region15.org/curriculum/graphicorg.html>

Graphic Organizers

<http://www.colorincolorado.org/pdfs/articles/cognates.pdf>

Lists of cognates

<http://www.colorincolorado.org/>

Has both a Spanish and English site. Great resources for teachers and parents.

<http://www.lenguaje.com/herramientas/tesauro.php>

Tesauro en español

<http://www.nflc.org/reach/>

Site for Spanish teachers, Spanish-speaking students in the U.S.

<http://www.freedict.com/online/spa.html>

Online Dictionary Spanish-English

<http://www.americareadsspanish.org/>

America Reads Spanish – good resources for books

<http://coe.sdsu.edu/people/jmora/>

Website full of lesson plans, research, explanations, etc. Especially strong in the area of metalinguistic transfer and how Spanish is constructed.

<http://coe.sdsu.edu/people/jmora/Pages/MetalingHandout%20CABETWBI09.pdf>

Great explanation on how Spanish works. Explains important rules and provides information to help bridge Spanish and English.

<http://www.aatsp.org/>

American Association of Teachers of Spanish and Portuguese

RECOMMENDED READING / ARTICLES:

<http://www.cervantesvirtual.com/servlet/SirveObras/01371074455615986322257/p0000013.htm>

Discourse Features of Written Mexican Spanish

http://www.colorado.edu/education/faculty/kathyescamilla/Docs/Escamilla_Assessing_Writing_of_Spanish_Speaking_Students.pdf

Assessing the Writing of Spanish Speaking Students; Kathy Escamilla

<http://epicpolicy.org/files/Report.pdf>

Bilingual Means Two: Assessment Issues, Early Literacy and Spanish Speaking – Children; Kathy Escamilla)

http://www.colorado.edu/education/faculty/kathyescamilla/Docs/Escamilla_Teaching%20Literacy%20in%20Spanish.pdf

Teaching Literacy in Spanish, Kathy Escamilla

<http://coe.sdsu.edu/people/jmora/moramodules/MetaLingResearch.htm>

Metalinguistic Awareness as Defined by Research: Dr. Mora

PROFESSIONAL ORGANIZATIONS:

<http://www.wida.us/standards/elp.aspx>

WIDA – Click on Standards for Spanish Language Arts Standards

<http://www.dlenm.org/>

Dual Language New Mexico

<http://www.carla.umn.edu/esl/resources.html>

CARLA

<http://www.cal.org/topics/ell/>

Center for Applied Linguistics

<http://pewhispanic.org/>

Pew Hispanic Center

<http://www.nclr.org/>

National Council of La Raza

<http://www.nd.edu/~latino/>

Institute for Latino Studies – Notre Dame University

