Biliteracy from the Start: Literacy Squared in Action

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“Becoming bilingual better, not faster”
Americans All

“I speak English and Spanish.”

“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 presebol vicas. I'd be my on desk. I'd rait the grade and helpe the chldren to ried or rait. I'd rait som good storis en my main. I'd abve middings and the school. I'd che the tacher and stodes. I want to be a presebol to helpe the stodes au to do math saiens end sosostad.

I'd tolk wet the stodes perents. I abts to be kerfel wet the stodes. I'd tolk the report card for the perents. I'd tolk wet the stodes about the beat on the class rom.
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 straight A’s and B’s. He was thinking “how foolish of them”. But then the teacher turned around and said Joe and Beth please stop that you people got detention for 30 minutes after school. But then she thought as she was writing on the board I did catch them doing something foamy so I am glad after all and she felt glad about it. 2 years past but life was nothing and she still loved her job and do you know she still is a teacher. So watch out she may be your teacher...
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!
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!**

“Becoming biliterate better, not faster”
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
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
CANCE THE WEDDING
ECHATE VAPORRU
Language learning is.....

* Psychological: Inside our head & outside our head
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 *


“Becoming biliterate better, not faster”
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

"Becoming biliterate better, not faster"
BALDO
by HECTOR CANTU and CARLOS CASTELLANOS

ATM

PLEASE SELECT YOUR LANGUAGE...

ENGLISH

SPANISH

BALDO, WHERE'S MY MONEY?
THE MACHINE BROKE DOWN ON ME.

ALL I DID WAS PRESS TWO BUTTONS AT THE SAME TIME!
Normal behavior BUT bad judgments

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

“My febret toy
My febret toy is a boni and ji dans. My mam geve in Cristmas. Ai love juen ji danses. Ai love jin sou mach. Ji moves jis iars juen ji danses. May boni is write.”
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 Interlangauge?

* 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
Intereference 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

* Spanish Syntax

* Lexical code-switches

* Piks for pigs

* Jis for his

* Guat for what

* The house of paja - The straw house

* Lobo for wolf

* Paja for straw

* Feroz for ferocious

"Becoming biliterate better, not faster"
Write about the best thing that has ever happened to you. Why was it the best thing?

The best thing that has ever happened to me is when I handstand by myself for 30 seconds. First, that's the best thing that happened to me because that's the longest time I could hold my self. It is very hard. Next, that's the best thing because I love handstanding. I always look the door to hold me. Then, because when I grow up I want to be a circus actor. Those are the reasons of the best thing that ever happened.
Spelling errors - intra and interlinguistic

- 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 = l for e
- Handstanding - standing on my hands – doing handstands
17 de enero, 2006

mi me gusta dat, so miren y tiene un hermano que se llama
brandy, oc ve otros, no tiene
una amiga que se llama chabelly
y tiene otro amigo que se llama
eddy, mi favorito episodio fue
el cuando corey no tiene un baby
sitter y hace todas las cosas que
quiere, y el episodio después cosí no corey corey raven dice cuándo eso
el minuto viene un scure crow y
tengo dos más episodios que
me gusta cuando corey va a
hollywood, y cuando raven y
les cuido una babysitter, también
sí. 
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 sooooo 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.”

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.
WHO CAN DESCRIBE THE GREATEST NAVAL BATTLE OF ALL TIME?

YES, JOHNNY?

MY DAD AND MY SISTER: HER BELLYBUTTON RING.
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

“2006 ... same ol' ... same ol'.”

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

I wish be hankarlos 'I would like to be hem because he's is positive in math I was mostly the best kid but as the year went by I got smarter in the wer I was all our vision I rilly want be hankarlos I'm rilly stupid plus I'm am in parusry positive in math and hran in positive in math and I am character in writing and riding hens to but hes smart even my I'm stupid in school that's the truth that's why I want to be hem this is the true In hirr told enemy day this I havn't told you
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.
Manuel

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)

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

Deficit Orientation

Manuel lacks “academic language”

“Becoming biliterate better, not faster”
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
  - Hyposesgmentation - 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

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

**Downtown Public Schools**
* 70,000 students
* 58% Latino
* 40% ELL
* 85% ELL/Spanish
* 75% FRL

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

**ELLs lack of Academic Literacy**

**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

Hates school
Frequently absent
No motivation

School and community
socially and linguistically segregated

Manuel lacks "academic English"
Deficit Orientation

CELA score= 4
Same as 4th grade

Profile fits Urban Institute 2005 and Olsen 2010

“Becoming biliterate better, not faster”
Biliteracy from the Start

LITERACY SQUARED IN ACTION

“Becoming biliterate better, not faster”
Holistic Biliteracy Framework

Connecting Language Environments

“Becoming biliterate better, not faster”
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

“Becoming biliterate better, not faster”
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 sight 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’

* 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?

Booze & Calculus
Don't Mix
Don't drink & Derive
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 ≠ 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.

“Becoming biliterate better, not faster”
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?
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.)