


## Creating a Positive Trajectory Toward Biliteracy

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## Today's Presentation

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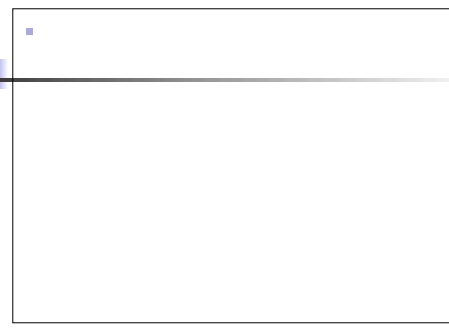





- **Part I - An Overview of Literacy Squared**
- **Part II - Applying Literacy Squared in Writing**
  - Dictados
  - Así se dice
- **Part III - Applying Literacy Squared in Reading**



## Partners

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- **Midland ISD, Texas**
- **Fort Bend ISD, Texas**
- **Boulder Valley Schools, Colorado**
- **Denver Public Schools, Colorado**
- **Jefferson County Schools, Colorado**
- **St. Vrain Valley Schools, Colorado**



## Our Situation with ELLs

- Historical disabling trajectory (Figueroa & Váldez, 2004)
- Monolingual English Theories Predominate (Bernhardt, 2003; Grant & Wong, 2002)
- Exacerbated by High Stakes Tests (August & Hakuta, 1997)

## Need for New Theories

- Bernhardt (2003), Grant & Wong (2003), Halcón, 2001  
Researchers call for new L2 reading theory.
- Genesee & Riches (2006)  
U.S. teachers need to learn to make more explicit and direct cross-language transfers for English Language Learners especially for those languages that share common orthographic systems.
- August & Shanahan (2006), Slavin & Cheung (2003)  
Second language literacy greatly enhanced if learners are literate in L1.
- Vernon & Ferrero (1999)  
Phonological awareness in Spanish is best taught through writing. Phonics as defined in English has NO equivalent in Spanish.
- Smith, Jiménez, Martínez-Leon (2003)  
Cannot wholesale import methods from one country and apply them entirely in the new country. Adaptations, however, are possible (e.g. the 'cuaderno')

## We Need

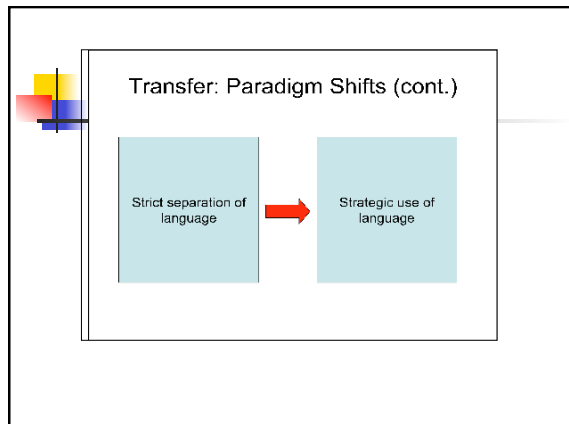
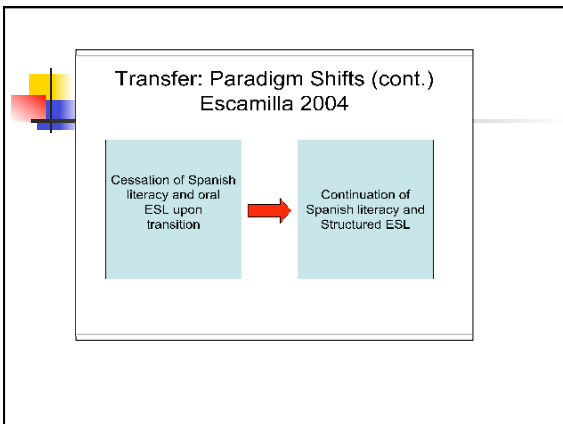
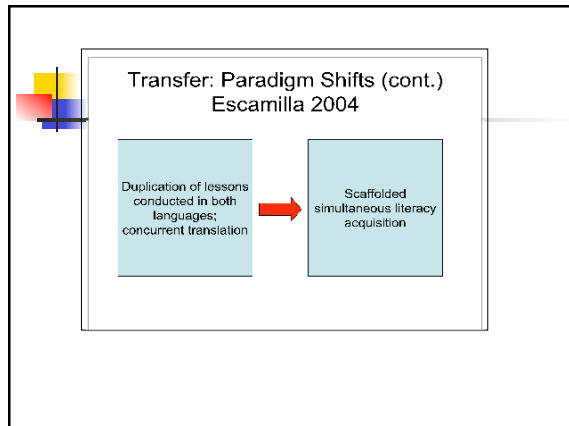
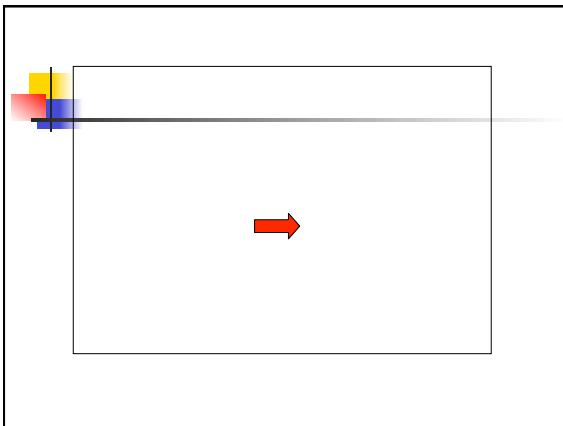
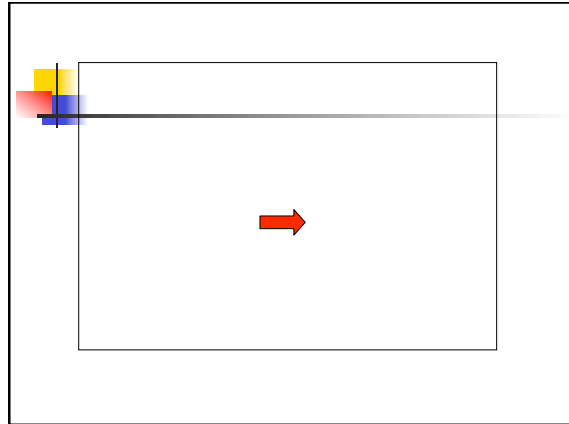
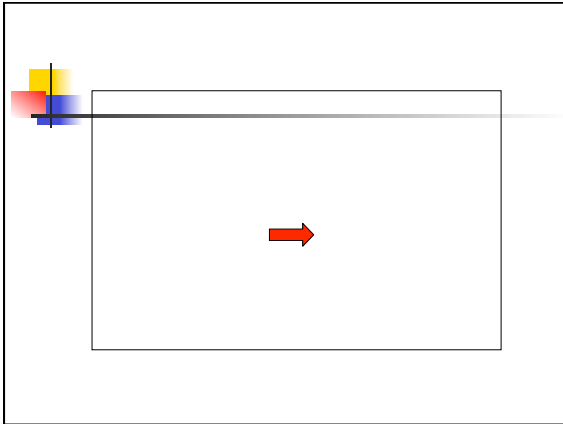
- A new theory about how to teach reading AND writing to L2 children
- Bilingual NOT monolingual lenses to understand Emerging Bilinguals
- Strategies and methods to implement our new theories
- Overall, we need new paradigms

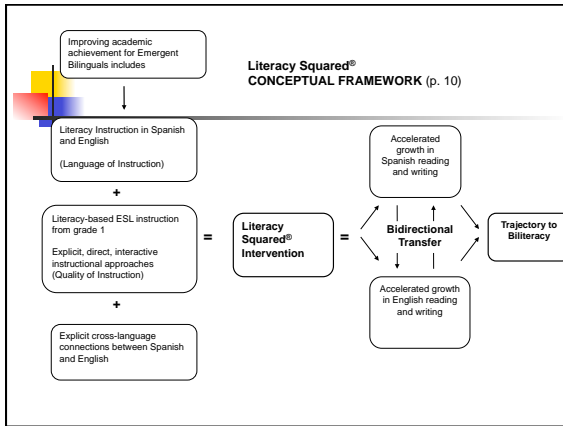
## Transfer: Paradigm Shifts

Transition as a point in time or a set of criteria

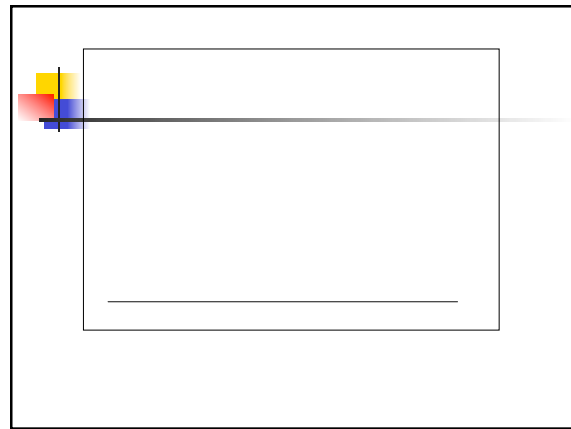
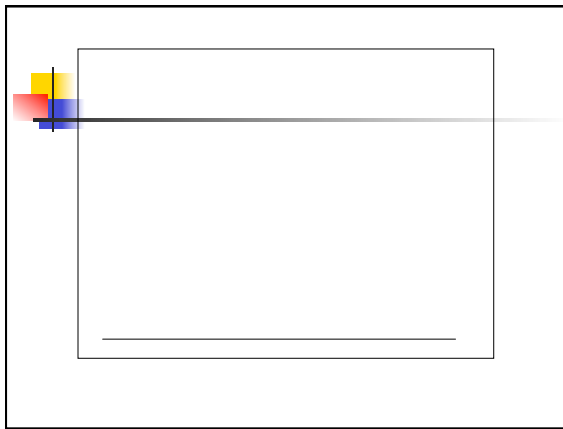
Transfer is an ongoing process that begins as early as Pre-K

Adapted from Escamilla, 2004





- ### Literacy Squared® Components
- Research
    - Exploratory Year
    - Pilot Year
    - 3 year Longitudinal
  - Professional Development
    - Leadership
    - Teachers
  - Assessment in Two Languages (Biliterate Trajectories)
  - Instructional Components
    - Spanish Literacy
    - Literacy Based ESL
    - Oral ESL (Oracy)
    - Cross-language Connections



**Spring Assessment Results First Grade**

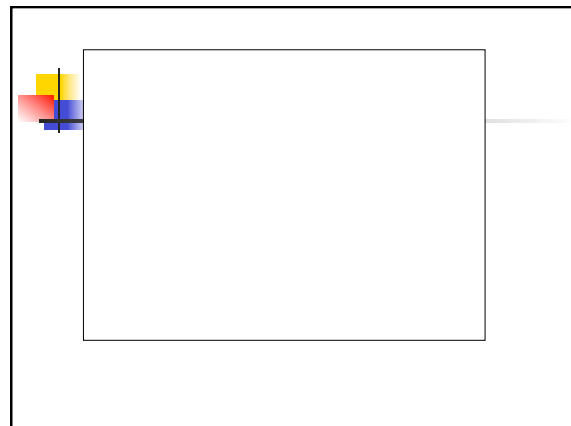
STUDENT	EDL	DRA
Susie	8	4
Tomás	16	4
Felicia	16	4
Andrina	28	20
Sabrina	24	14
Leticia	18	12
Juan	28	6
Martin	16	6
Sandra	18	6
Ricardo	20	6
Daniel	14	8
Miguel	20	14
Maria	24	4
Roberto	18	8
Tamara	14	6
Catarina	18	6
Mayte	16	14
Juan Luis	30	10
Lourdes	4	4

**Exercise: How would you group these students for literacy?**



**Scaffold to Biliteracy**

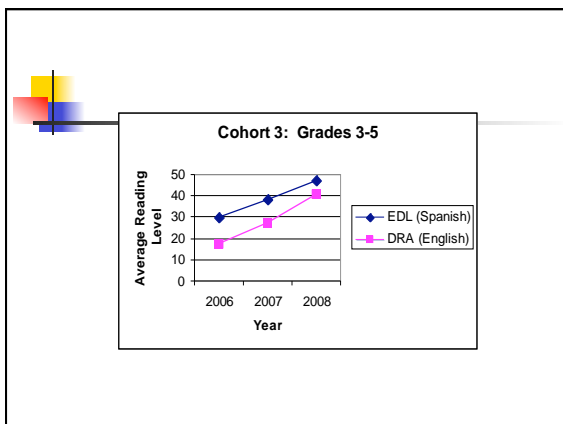
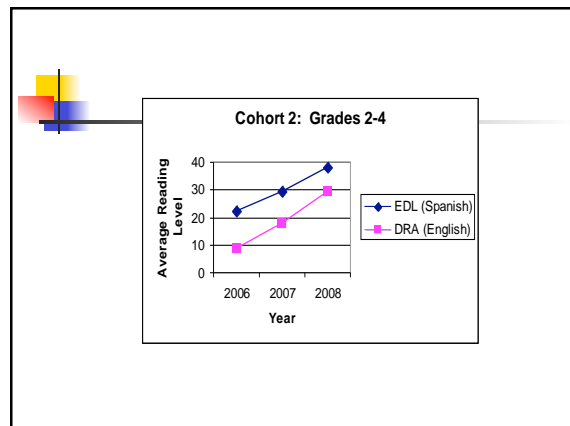
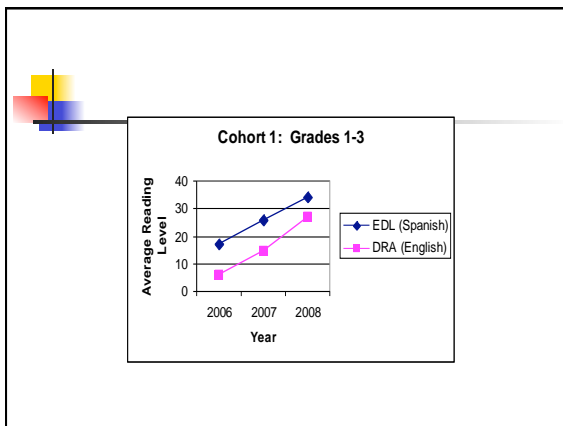
EDL	DRA
A-2	***
3-6	A-2
8-10	3-6
12-16	8-10
18-28	12-16
30-40	18-28
42-50	30-40



## What have we learned?

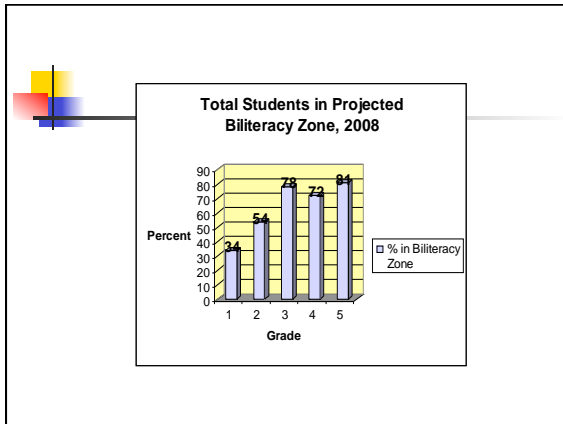
- What gains in Spanish and English reading achievement were made by students in study schools as measured by informal Spanish (EDL) and English (DRA) reading measures across 3 years?
- Is there a relationship between Spanish reading achievement and English reading achievement for students in schools in the study?
- Are students on a trajectory toward biliteracy?

Cohort (n)	2006	2007	2008
Cohort 1 (grades 1-3; 121)	EDL - 16.8 DRA - 6.2	EDL - 24.9 DRA - 14.4	EDL - 34 DRA - 26.5
Cohort 2 (grades 2-4; 114)	EDL - 23 DRA - 8.5	EDL - 29.4 DRA - 16.3	EDL - 38 DRA - 27.7
Cohort 3 (grades 3-5; 27)	EDL - 27.4 DRA - 16.9	EDL - 36.6 DRA - 27.1	EDL - 45 DRA - 38



## Correlations Spanish and English Reading

Grade	Cohort I	Cohort II	Cohort III
First	.57		
Second	.45	.55	
Third	.52	.44	.42
Fourth		.64	.48
Fifth			.69



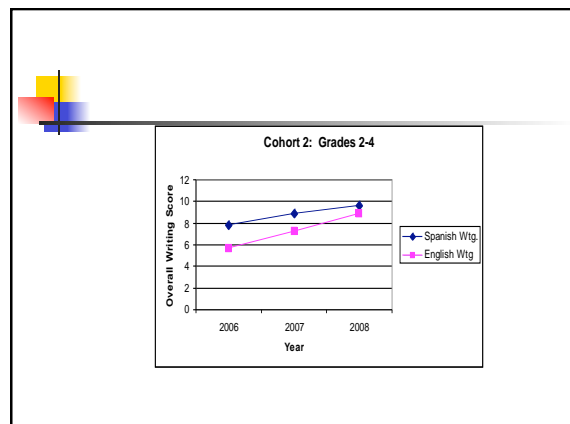
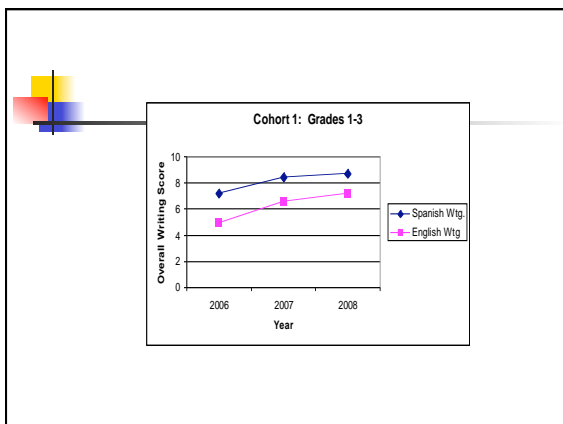
### Reading Results

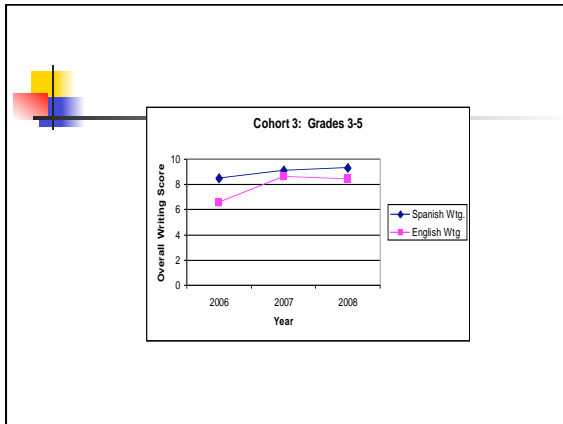
- Emerging biliterate children overall are on a positive trajectory toward biliteracy at every grade level and are making steady progress in BOTH languages.
- There is a positive correlation between Spanish and English literacy outcomes.
- Each year greater numbers and percentages of children are in the zone toward biliteracy in reading.
- Need to create biliteracy benchmarks in our informal reading assessments.**

### Research Questions: Writing

- What gains in Spanish and English writing achievement were made by students in study schools as measured by informal Spanish and English writing assessment across 3 years?
- Is there a relationship between Spanish writing achievement and English writing achievement for students in schools in the study?
- Are students on a trajectory toward biliteracy in writing?

Cohort (n)	2006	2007	2008
<b>Cohort 1</b> (grades 1-3)	Span.- 8.8 Eng. - 5.9	Span.- 8.8 Eng. - 7	Span.- 9.2 Eng. - 7.8
<b>Cohort 2</b> (grades 2-4)	Span.- 8.5 Eng. - 5.9	Span.- 8.9 Eng. - 7.3	Span.- 9.8 Eng. 9.7





### Correlations between Spanish and English Writing

Grade	Cohort I	Cohort II	Cohort III
First	.49		
Second	.56	.64	
Third	.73	.60	.38
Fourth		.72	.56
Fifth			.93


Writing Trait	Correlation (Spanish to English)
Content/Ideas	.65
Punctuation	.55
Spelling	.35
Overall	.67

- ### Writing Outcomes
- Students in both cohort groups grew in writing across time.
  - Across time the mean (overall) writing results between Spanish and English for both cohort groups get closer and closer again indicating a positive trajectory toward biliteracy.
  - Correlation coefficients indicate a stronger relationship in writing than reading.

- ### Need for bilingual interpretation of bilingual behaviors particularly in writing
- Developing biliterate children use multiple strategies when learning to write in Spanish and English.
  - Monolingual rubrics developed in English and adapted in Spanish do not acknowledge the use of multiple strategies and may therefore underestimate children's emerging skills as writers.
  - We must look at developing bilingual writers vis a vis both of their languages.

### Qualitative Analysis of Writing

- My feibret buck
- My feibret buck is the thrie lette bers.  
 Do you hab e feibret buck? Well I do.  
 My feibr buck starts wet a little goaal  
 and shi went to de wuds



### My febreit buck

<b>Common to Grade</b>	<b>L1 influenced</b>
■ Lettle and various spellings of little	■ E = A (Spanish)
■ Bers and various spellings of bears	■ Shi = I for E
■ Wet for with	■ B for V = Feibret
■ Wuds for woods	■ B for V = hab for have




### The tree piks

- 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.




### Multiple Strategies - within stories

- Spanish Phonics
  - 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**
- Spanish Syntax
- Lexical code-switches




### Multiple Strategies - Within words

- Read this word:
- Llinyourbredman
- Llin - Spanish
- Your - high frequency English
- Bred - English approximation
- Man - High frequency English



### Research Summary

- What children know in one language directly and positively transfers to a second language.
- Simultaneous literacy instruction is positively impacting literacy achievement in both languages.
- Spanish is a scaffold to English, not a barrier or source of interference.
- Students who are better readers and writers in Spanish tend to be better readers and writers in English.
- The longer students remain in the study, the stronger their trajectory toward biliteracy.
- Students benefit from direct, explicit instruction in how to draw upon the reciprocal relationship between Spanish and English.



### Three New Working Theories

- Beyond Spanish + English toward a Trajectory Toward Biliteracy
- Need for Assessments to be Oriented to Bilingualism and NOT parallel monolingualism
- Need for *bilinguals* to interpret bilingual behaviors