

Foundational Skills Development through biliteracy





Hello!

Julie Benmellah

Coordinator for CLDE, East Network BVSD

julie.benmellah@bvsd.org



Foundational beliefs
that influence
my work



3 Goals/Pillars of Dual Language



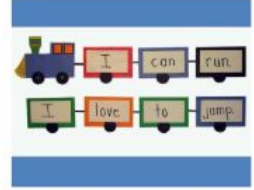
Transfer is most effective with similar conditions

Positive Transfer

Skills work the same or similarly

In both languages

Example: television =
televisión



Partial Transfer

Skills that work similarly

But not exactly the same

Examples: ¿? ¡! vs ?!



Negative Transfer

Skills work differently in the two languages

Example: false cognates: dime



Zero Transfer

Occurs in one language but not in the other

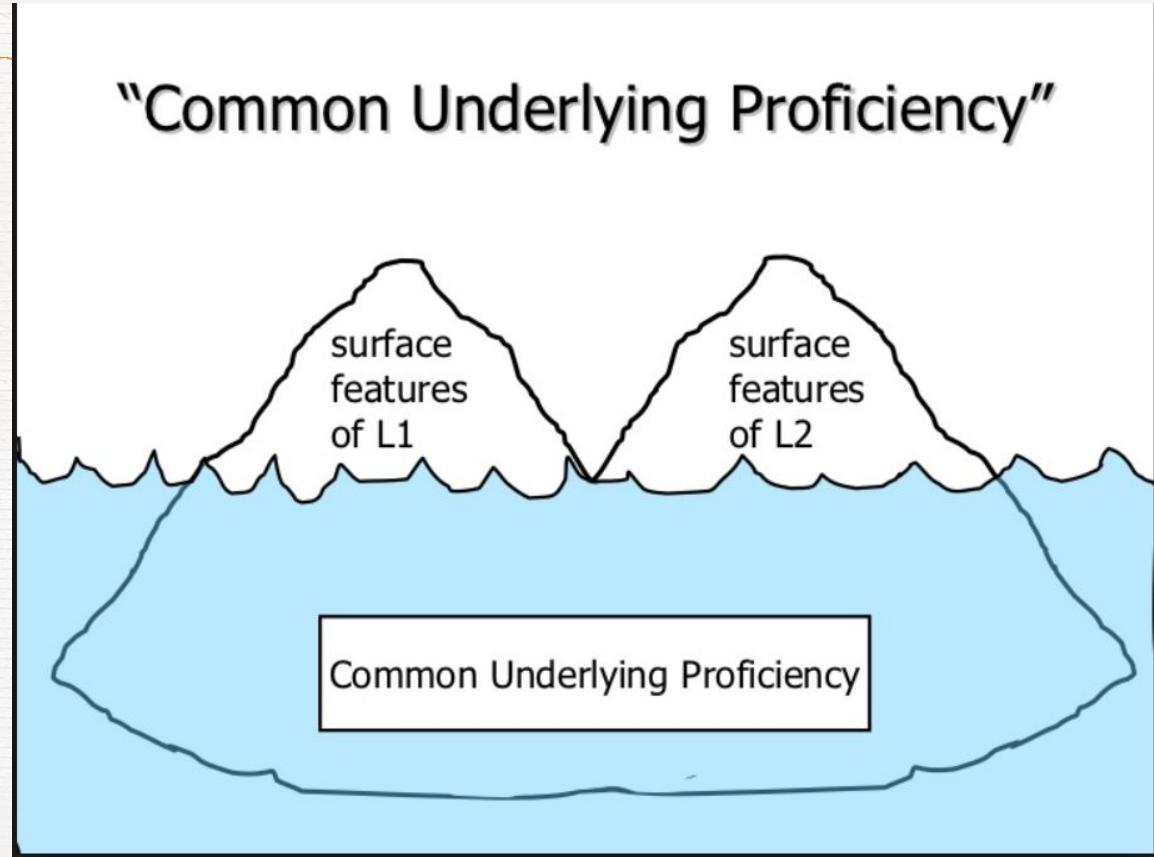
Example: the "th" sound in English

Ñ ñ
piñata|

Jim Cummins: Interdependence of Language (1979)

- The two icebergs are separate above the water because when listening to the two, they are visibly different when used in conversation.
- Below the surface of the water there are functions that are unique to each of the languages, however, both icebergs are fused and function as part of on linguistic repertoire.
- Therefore, everything we learn, we know in every language. We would just need to find a way to make the cross-linguistic connection so that the learning transfers

(Roessingh, H. (2006)



Reading is Reading





**WHAT IF SOY MILK IS
REGULAR MILK**

**INTRODUCING ITSELF
IN SPANISH**

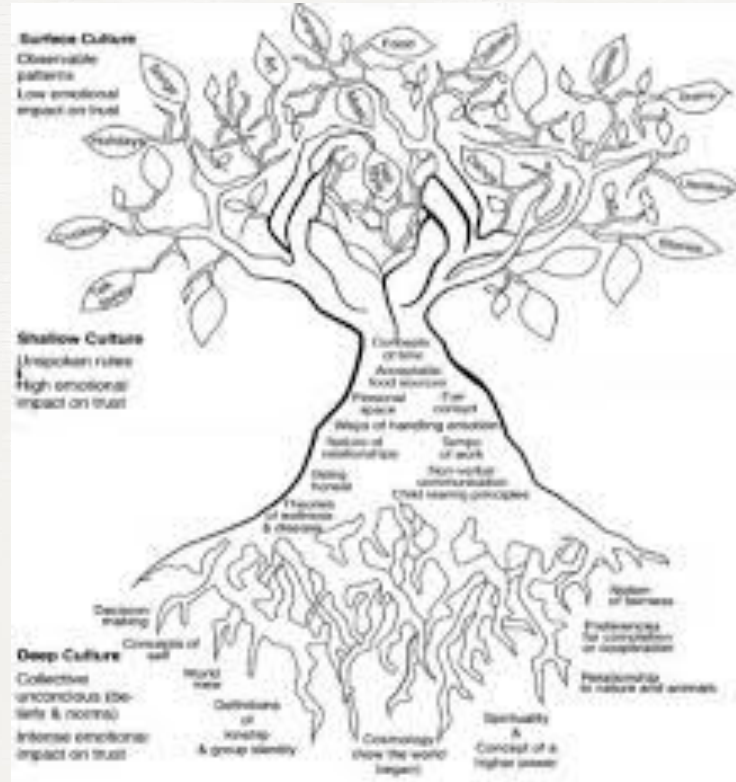
A Reminder: Additive vs Subtractive Bilingualism



- Additive Bilingualism – the first language continues to be developed and the first culture valued as additional languages are added
 - Hamayan, Genesee, & Cloud (2013)
- Subtractive Bilingualism – the second language is added at the expense of the first language and culture
 - Hammer, Lawrence, & Miccio (2008)
 - Lindholm-Leary (2014)
 - Lindholm-Leary & Borsato (2006)
 - Montrul (2016)



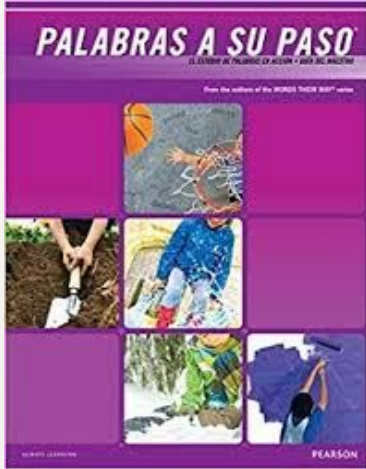
Identity & Bilingualism



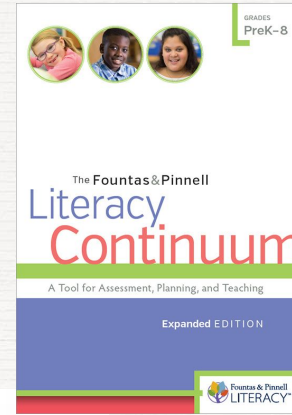
Why not just buy the box?



Gather Resources



COMMON CORE en Español
State Standards Initiative Translation Project

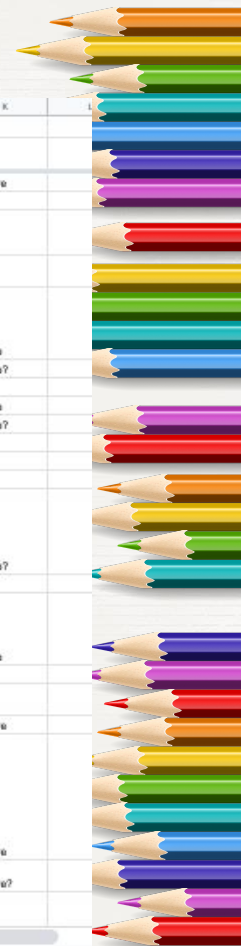


My Messy Process

- ❑ Gather resources
- ❑ Create a spreadsheet with everything
- ❑ Synthesize for Spanish and English separately
- ❑ Determine transfer
- ❑ Use Spanish as foundation- layer on the English
- ❑ Next Steps--Language Skills and Grammar



Compile Info: CCSS, RGB, SEAL, PaSP



A	B	C	D	E	F	G	H	I	J	K
Common Core Standards		Spanish Foundational Skills	Positive Transfer	Negative Transfer	Zero Transfer		English Foundational Skills not taught through Estrellita			
<p>Identify and count each individual sound in spoken single-syllable words</p> <p>Leen palabras con inflexiones al final (párrafo -o-a; número -os, as, aumentativos -ote, y diminutivos -ito)</p>	<p>Book Title</p> <p>alfabética</p> <p>alfabética</p> <p>alfabética</p> <p>alfabética</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>alfabética</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>patrones</p> <p>patrones</p>	<p>Palabras a su paso</p> <p>sonidos intermedios ll, fi</p> <p>terminaciones comunes (tvc) -apa, -osa, -ama, -ata, -ano, -ato, -apo, -ba, -ba, -lla, -lla, -echo, -elo, -ero, -oso, -oro, -oco, -una, -ura, -usa</p> <p>terminaciones comunes (vc, vccv, vv) -ón, -es, -al, -anta, -ampo, -acto, -la, -lo, -lata</p> <p>sonidos finales de -o, -a, -r, -e, -n, -á en palabras multisílabas</p> <p>sílabas con q: que, qui</p> <p>sonidos /k/, /a/ de la c</p> <p>sílabas, ca, que, qui, co, cu</p> <p>sonido suave de la g: ga, que, gué, go, gu</p> <p>sílabas sa, ce, ci, so, su</p> <p>sílabas ja, ge, gi, jo, ju</p> <p>ortografía: b, v</p>	<p>Positive Transfer: those that will</p> <p>lo/ spelled O, loo/ spelled U</p> <p>-s for number</p> <p>Implications:</p> <p>ch</p> <p>ortografía: y, ll</p> <p>ortografía: s, z y c</p> <p>ortografía: r, rr</p> <p>sonido intermedio de d, r</p> <p>palabras que empiezan con ha, he, a, e</p> <p>palabras que empiezan con hi, ho, hu, i, o, u</p> <p>Implications:</p> <p>Spanish has strong and weak vowels that remain consistent. While English has long and short vowels that change depending on the word. Both need to be taught separately and with instructional methods that are most effective for that language</p> <p>Approximations:</p>	<p>Negative: exists in both but works differently</p> <p>A, E, I, O, U, (depending on Word)</p> <p>-s, -es for number and -al/-as works differently in English and in Spanish</p> <p>h works differently in each Spanish and in English</p> <p>Implications:</p> <p>Spanish has strong and weak vowels that remain consistent. While English has long and short vowels that change depending on the word. Both need to be taught separately and with instructional methods that are most effective for that language</p> <p>Approximations:</p>	<p>Zero Transfer</p> <p>Exists in one or the other but not both</p> <p>mas cosas, muy cosas and cosas E</p> <p>accent mark</p> <p>There are unique aspects of each language and they need to be taught specifically and separately. However it's helpful to consider: pequeño – pequeño grande – grandote viaje – viajeño – viajeño tiny – tiniar – tiniar big – bigger – biggest</p> <p>Implications:</p> <p>Spanish digraphs (without vowels) ll, rr</p> <p>English: sh, th, ph, ck, ng, kn, wr</p> <p>Implications:</p> <p>Spanish has strong and weak vowels that remain consistent. While English has long and short vowels that change depending on the word. Both need to be taught separately and with instructional methods that are most effective for that language</p> <p>Approximations:</p>				<p>English Foundational Skills not taught through Estrellita</p> <p>RGB-Scope and Sequence English- not present in Spanish Estrellita</p> <p>Consonants h, r, j, v, z, x, s/z/ through contrastive analysis</p> <p>High Frequency Words</p> <p>Consonant Pattern: -ck, ng, rk, -dge, kn, wr</p> <p>inflected ending -ing</p> <p>inflected ending -s</p> <p>final consonant blends through contrastive analysis?</p> <p>consonant digraphs sh, th, w</p> <p>consonant digraphs ch</p> <p>vowel sound in ball: a, al</p> <p>Long a: a, e</p> <p>long o: o, e</p> <p>Long e: e, ee</p> <p>syllables vc/CV</p> <p>vowel sounds of y</p> <p>compound words</p> <p>plural -es, ending -es</p> <p>vowels r-Controlled ar, er, ir, ur</p> <p>Contractions</p> <p>comparative endings</p> <p>vowel digraphs ai, ay, ea, oa, ow, ie, igh, ue, ew, ui,</p> <p>? 1st grade</p>	<p>negative</p> <p>zero</p> <p>zero</p> <p>zero</p> <p>positive</p> <p>zero</p> <p>positive</p> <p>positive</p> <p>zero</p> <p>zero</p> <p>zero</p> <p>positive?</p> <p>zero?</p> <p>positive</p> <p>zero?</p> <p>negative</p> <p>negative</p> <p>negative?</p>
<p>Distinguen la correlación grafo-fónica para los tres dígrafos consonánticos: ch, ll, rr</p> <p>ch- taught in kinder through estrellita</p> <p>Distinguen la correlación grafo-fónica para los tres dígrafos consonánticos: ch, ll, rr</p> <p>ch- taught in kinder through estrellita</p> <p>Distinguen entre las vocales cortos/labiales (e, o, i) y las vocales dorsales/velares (u, a) que se juntan en una sílaba para formar un diptongo</p> <p>reconocen las características de una oración, por ejemplo: uso de</p>										

Spanish Scope and Sequence

- Estrellita
- Palabras a su Paso

Implications:

- Language of Heavy Lifting
- Transparent Orthography

Features	Spanish					
	Kinder	1st	2nd	3rd	4th	5th
Letter Recognition (Uppercase and Lowercase)	Estrellita					
Beginning Vowels	Estrellita					
Beginning Consonants m, s, l, p, n, d, t, b, g, k/c, ch	Estrellita					
Open Syllables m, s, l, p, n, d	Estrellita					
Beginning Consonants	Estrellita	Alfabetica				
Open Syllables	Estrellita	Alfabetica				
Closed Syllables	Estrellita	Alfabetica				
Consonant Blends ff, bl, dl, pl, fl, br, cr, pr						Alfabetica
Intermedial sounds, ll ñ						Alfabetica
Common Endings (e.g., -apa, -lla, -usa, -ampo, -ista)						Alfabetica
Final Sounds in Multisyllabic Words						Alfabetica
Syllables with the Soft and Hard Sounds of c and g						Patrones
Spelling Using b, v						Patrones
Spelling Using y and ll						Patrones
Spelling Using j and g						Patrones
Spelling Using s, z, c						Patrones
Spelling Using r, and rr						Patrones
Spelling Using Initial h						Patrones
Diphthongs oi, oy, ui, uy, ai, ay, ei, ey, ia, ie, io, iu, au, eu, ou, ue, ou						Patrones
Homophones h, hv, and z/c						Patrones
Homophones with or without Accent Mark						Acentos y aijos
Compound Words						Acentos y aijos
plural endings -es, -s						Acentos y aijos
plural endings irregular						Acentos y aijos
Word Endings -salo, -adola, -dora, -ando, -iendo, -ido, -ado (cambiando la raíz del verbo-regular e irregulares)						Acentos y aijos
La fuerza de la pronunciación en palabras bislabas & the Use of accent mark in two-syllable words						Acentos y aijos
La fuerza de la pronunciación en palabras trislabas & Use of accent mark in three-syllable words						Acentos y aijos
Use of accent mark to differentiate meaning						Acentos y aijos
Prefixes re-, des-, uni-, multi-						Acentos y aijos
Suffixes encia, bidad -ero, -era, -eria, -mente, -ia						Acentos y aijos
Use of accent mark in four-syllable words						Acentos y aijos
Prefixes en-, con-						Acentos y aijos
Prefixes pre-pos						Derivaciones
Suffixes -dad, -ía, -sión/-ción, -tad, -ero/a, -oría, -cola, -dor, -ción						Derivaciones
Greek and Latin Prefixes mono-, bi-, tri-, inter-, sub-, sobre-						Derivaciones
Number Prefixes cuadi-, tetra-, quint-, pent-, dec-						Derivaciones
Latin and Greek Word Roots: spect, port, dic, aud, npt, fract, mot, aere, duc, flo, jac/jet/yc, man, cred, vid/vis, scrib/scrip/sorit, just/jus/juz, leg, fu						Derivaciones
Greek Elements -crata, -cracia, -arox, -arquía						Derivaciones
Greek and Latin Word Roots: spir, sist, sign, cap, ped, corp sect, ver/vers, form, ónimo, gen, voc, ing/eng, main, pai, metr, graf, hami, gent, geo, fr, herb, hex, helio, hiper, hip, ju, juvel, juven						Derivaciones
Prefixes intra-, inter-, intro-						Derivaciones
Suffixes -encia, -encia, -ente, -ancia, -able, -ible						Derivaciones
Prefix Assimilation: in-, im-, í-, í-, com, co-, con-						Derivaciones
Affixes: in + base + able/ible						Derivaciones
Prefixes ob-, es-, ad-						Derivaciones

Draft English Scope and Sequence

→ ReadyGen as the
Guide

Implications:

- Opaque
Orthography
- Recursivity

	A	B	C	D	E	F	G
English							
Features	Kinder	1st	2nd	3rd	4th	5th	
Consonant sounds: /b/ b, /k/ c, k; d, f, g /g/ l, m, n, p, s, t, y, k, s/s/, w, x /ks/, c /s/	Spanish						
Consonant sounds: g /j/ h, j, qu, v, z, r, s/z/, z, Sight Words-Kinder level							
Consonants: m/m/, s, /t/, p/p/, n/n/, f, b/b/, d/d/, l, y/y/, c/s/, c/k/, w/w/, k/k/,	Spanish						
Consonants: ss/s/, ff/f/, ll/l/, h/h/, j/j/, v/v/, zz/z/, qu/kw/, s/z/, g/j/.							
Consonants: g/g/, r/r/, x/ks/.		partial					
short a, i, e, u, o							
plural -s, -es				partial			
inflected ending -s, -ing,		partial		partial			
inflected ending -ed		Spanish					
Initial Consonant Blends fl, bl, cl, pl, fr, br, cr, pr		Spanish					
Consonant Blends (English Only) st, sp, sk/sc, sm, sl, sn, sw, tw, qu(kw), scr, spr, str, squ, spl							
Final Consonant Blends							
Consonant Digraphs sh, th, wh, tch, ph							
Consonant Digraph ch	Spanish						
Vowel Sound in Ball: a, ai, aw, au							
Contractions							
Syllables VC/CV					Partial		
Vowels Sounds of Y					Span		
Syllable Pattern CV					Partial		
Consonant Pattern: -ck, ng, nk, -dge, kn, wr							
Compound Words						Span	
vowels & Controlled as or in ur							

- More mess
- Long list of recursive skills
- Based on working with first time decoders- one language of literacy

Letter Recognition Uppercase and Lowercase

Short Vowels

Consonant sounds: /b/ b, /d/ c, k, d, t, g /g/ l, m, n, p, s, t, y, k, /s/ w, x /ks/, e /z/ z.

Consonants:

Consonant sounds: /g/ /h/ j, /j/ v, /z/ z.

Sight Words-Kinder level

Consonants:

ntles, e, th, p/b, n/h, t, bilz, d/d/, l, y/y/, c/s/, o/k/, w/w/, k/x/.

Consonants:

ss/ s/, tt/ t/, ll/ l/, h/h/, j/j/, v/v/, zz/ z/, qu/kw/, s/z/, g/j/.

Consonants:

g/g/, r/r/, x/ks/,

short a, i, e, u, o

plural -s, -es

inflected ending -s, -ing.

inflected ending -ed

Initial Consonant Blends fl, bl, cl, pl, fr, br, cr, pr

Consonant Blends (English Only) st, sp, sk/sc, sm, sl, sn, sw, bw, qu/kw/, scr, spr, str, squ, spl

Final Consonant Blends

Consonant Digraphs sh, th, wh, tch, gh

Consonant Digraph ch

Vowel Sound in Ball: a, al, aw, au

Contractions

Syllables VC/CV

Vowels Sounds of Y

Syllable Pattern CV

Consonant Pattern: -ck, ng, nk, -dge, kn, wr

Compound Words

vowels r-Controlled ar, er, ir, ur

Comparative Endings -er, -est

vowel digraphs ai, ay, ea, oa, ow, ie, igh, ue, ew, ui.

Singular and Plural Possessives

vowel sound in moon: oo

diphthongs ow, ou, oi, oy

final syllable -le

vowel patterns: ow, au

syllables v/cv,

syllables vc/v

vowel sound in foot: oo

suffixes -er, -or

syllable patterns vowel digraphs and **diphthongs**

diphthongs- some Spanish overlap: oi, oy, ui, uy, ai, ay, ei, ey, ie, io, lu, au, eu, ua, ue, oo

prefixes un- re-

Sight Words 1st Grade Level

Plurals

*Consonant Digraphs

(Common consonant digraphs include ch (church), ch (school), ng (king), ph (phone), sh (shoe), th (then), th (think), and wh (wheel)?)

Suffixes -ful, -er, -or, -ish, -ness, -less, -able, -ible

Prefixes un, re, pre, ds, mis, mid, non

Long Vowels CVCE

Vowels r-Controlled -ar, -or, -ore, -oar

Vowel Patterns e, ee, ea, y

Vowel **Pattern** o, oa, ow

Vowel Patterns i, ie, igh, y

Vowel Patterns oo, u

Vowel Digraphs oo, ue, ee, ui

Syllable Patterns CVC

Consonant Patterns gn, mb, ph, gh

Vowel Patterns aw, au, au (gh), ai

Abbreviations

Final Syllables -tion, -ture, -ion

Sight Words 2nd Grade Level

Final syllable -le

Compound Words

plurals -s, -es, -ies

Short Vowels VC/CV

Base Words and Endings -ed, -ing, -er, -est

Base Words and Endings -ed, -ing, -er, -est

Vowel Digraphs ee, oa, ai, ay, oa, ow

Vowel **Diphthongs** /au/ spelled ou, ow; /oi/ spelled oi, oy

Syllables VICV, VCV, VCCCV, CVVC

Consonant Blends squ, spl, **the** str

Consonant Digraphs /sh/, /th/, /r/, /ch/, /ng/

Contractions

Prefixes un-, re-, mid-, non-, mid-, over-, out-, bi-, de-, im-, in-

Sellings of /j/, /s/, /u/

Suffixes -ly, -ful, -ness, -able, -ible, -er, -or, -ess, -ist

Consonant Patterns wr, kn, gn, st, mb

Irregular Plurals

Vowels r-Controlled /er/ spelled ir, er, ur, ear, or, ar, ar, or, ore, oar

Homophones

Vowel Patterns a, au, aw, al, augh, ough; ai, aigh

Vowel Sounds in moon and foot: oo, ew, ue, ui, and oo, u

Schwa

Final Syllables -tion, -ion, -ure, -ive, -ize

Related Words

Sight Words 3rd Grade

Endings -ed, -ing

Base Words, Endings -er, -est

Suffixes -or, -er, -ist, -ive, -ness, -ly, -ian, -ist, -ism, -ous, -able, -ible, -ion

Compound Words

Synonyms, Antonyms

Prefixes un-, in-, im-,

Latin Prefixes dis-, re-, non-

Greek and Latin Prefixes trans-, tele-

Greek Prefixes amph-, anti-

Words from other languages- French, german

Unknown Words

Words from Latin

Greek Roots

Related Words

Latin Roots struct, scrib, scrip, aqua, dict

Multiple Meaning Words

Homographs

Suffixes -ly, -tion, ion, -ous, -ian, -ize

Greek and Latin Roots

Compound Words

Shades of Meaning

Inflected Ending -ing

Homographs and Homonyms

Words from Spanish, French, Russian

Word families

Endings -s, -ed, -ing

Prefixes pre-, re-, com-, ep-, pro-, im-, over-, is-

Idioms

Synonyms

Acronyms

Complex Spelling Patterns

English Scope and Sequence

- ReadyGen as the Guide
- Resources from additional material

Implications:

- Transfer
- Bilingual Brain
- Spanish Foundation
- Recursivity

English					
Grade	Features	Focus/Goal	Resource	ACCESS-Trajectory?	
Kinder	HF Trick Words (automaticity for phonetically inconsistent words): the, a, and, are, to is, his, as, has, was, we, she, he, be, me, I, you, they	HF Trick Words	RGB- Oral language and Vocabulary development Spanish is the language of heavy lifting and the focus	NEP	
	Short vowels: tapping with song/chant from Barton and with poems apple, elephant, fish, olive, upper- context to contexts with use of poems Note: Vowels are so different between English and Spanish that they should not be taught in a comparative side-by-side way in first grade as foundational skills/phonics are being strongly emphasized building Spanish as the foundation HF Trick Words: the, a, and, is, his, of, as, has, to, into, we, he, she, be, me, for, or, you, your, I, they, was, one, said, from, have, do, does, were, are, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say says, see, between, each, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs., work, word, write, being, their, first, look, good, new, water, called, day, may, way	Exposure to short vowels through word play for decoding	Packet- from Barton chants, posters, poems- LLI Materials		1NEP 1LEP
1st	CVC Words (also doing this in Spanish). 2nd most common syllable type in Spanish English and Spanish follow same rules of not breaking up a blend for syllabification of multisyllabic words **Note there should be strong emphasis on syllabification in Spanish in order to set students up for later success and transfer in English	Connection to Spanish for reading in English	Visuals for phrases that use the words		
	Digraphs - sh, th, wh, ch (Spanish CCSS standards support teaching digraphs in 1st comparatively and separately from English) Long vowels with magic e (silent e) Level D books in English have a lot of these words *magic e has they key to make the vowel say its name* **Note- only teach diphthongs in Spanish do not yet bring into English comparisons	Connections to Spanish for reading in English as well as for some encoding of trick words in English	Foundations Visuals for phrases that use the words		
	Word Play through poetry and rhymes- co-created charts for exposure of and reading ; Vowel Patterns, Word Families, Consonant Patterns, Rhyming	Word play for exposure: Reading	RGB- Lessons Packet from Barton- posters, chants Need a resource for common word families/consonant patterns, vowel teams to use for ideas not as a check-list		
	r controlled vowels- "bossy r" . ar, or, er, ir	Word play for exposure: Reading	OG for poster and books with common ones to practice		

Goals for Reference Development

Spanish CCSS
SEAL & Other Resources
to support Span/Eng
cross-linguistic analysis

Foundational
Skills by Grade
Spanish & English

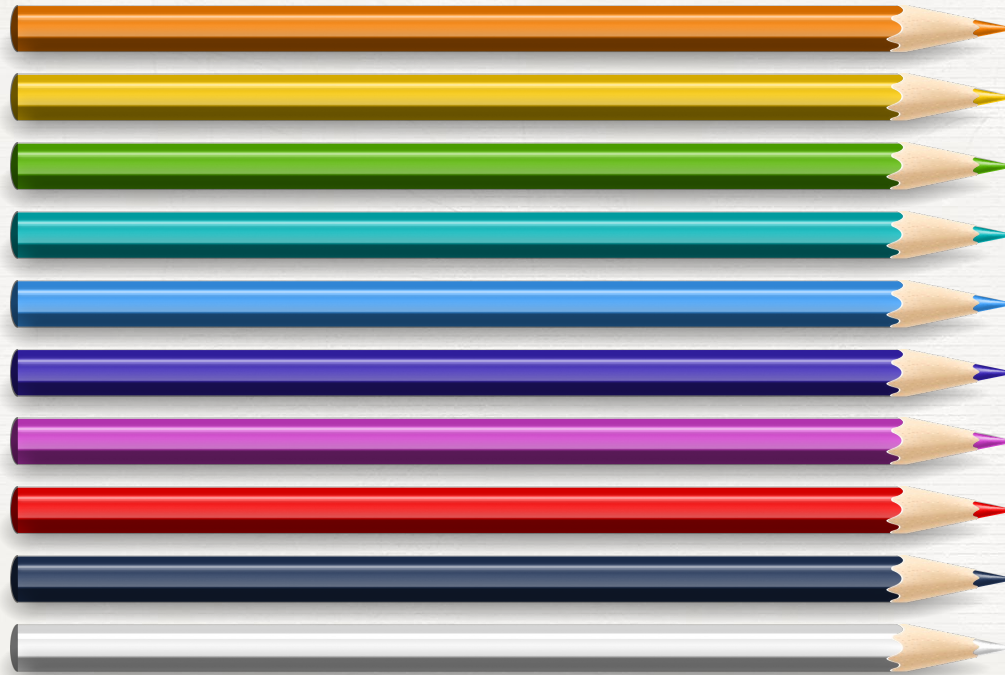
Foundational
Skills By Skill-
cross-grade

Language Skills
and Grammar by
Grade



Resources

<https://tinyurl.com/rf97f6v>



[CLEAN DRAFT Spanish & English Bilingual Phonics Scope and Sequence](#)

[SEAL Cross Language Planning Tool](#)

[Texas Reading First -Spanish Graphonics Knowledge](#)

[Spanish & English Prefix & Suffix Resources](#)

[Padlet for ongoing collab](#)

