



**SEAL**

**Cross-Linguistic Connections  
in Multilingual Programs**



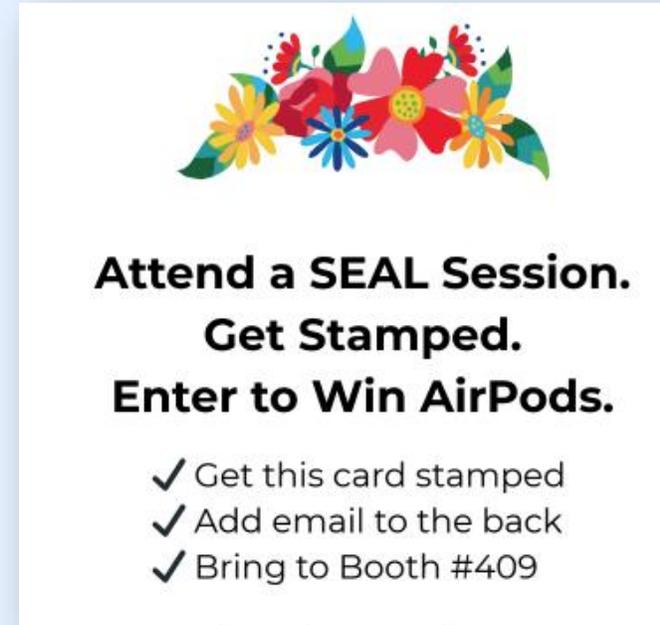
Laura Hernandez  
Director of Full Model



Heather Skibbins  
Associate Director

# Resources and Raffle

Scan:



Or Visit: [seal.org/cabe-cl](https://seal.org/cabe-cl)

# Our Why



**To prepare all Dual  
Language  
Learners/English  
Learners in  
California to learn,  
thrive and lead.**





## **PRACTICE**

We partner with schools over multiple years to train teachers in research-based pedagogy, spark cross-school collaboration, and build internal coaching and leadership capacity to support English Learners.

## **RESEARCH**

We conduct research in classrooms, pilot new approaches, and publish insights to advance the field's understanding of what works for English Learners.

## **POLICY & ADVOCACY**

We engage district leaders, educators and other education stakeholders, using our research, practice, and analysis to connect them to opportunities to advocate for policies that centralize the needs of English Learners.

# Agenda

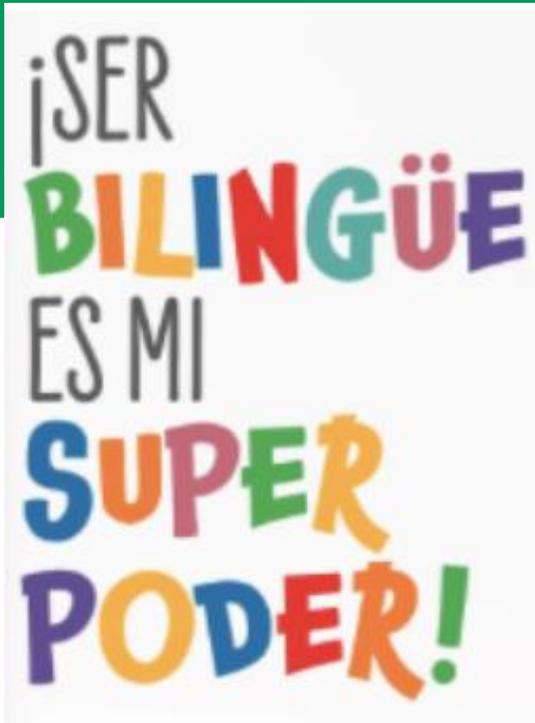
Cross-Linguistic Connections & The Bilingual Brain

Translanguaging

Metalinguistic Anchor Charts

Así se dice

# Cross-Language Connections



## Explicit connections between languages

- **builds** metalinguistic awareness
- **reinforces** academic content
- **empowers** students to move confidently between languages.
- essential for **enacting** the Science of Biliteracy

# Key Understandings: One Common Underlying Proficiency

THE SEPARATE  
UNDERLYING PROFICIENCY  
(SUP) MODEL OF  
BILINGUAL PROFICIENCY

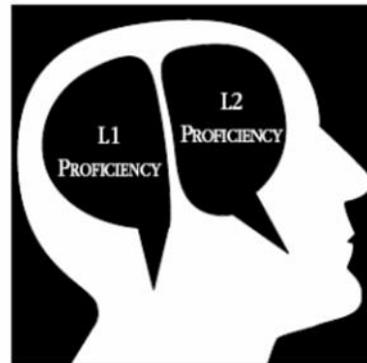


Figure 1.  
The Separate Underlying Proficiency Model

THE COMMON  
UNDERLYING PROFICIENCY  
(CUP) MODEL OF  
BILINGUAL PROFICIENCY

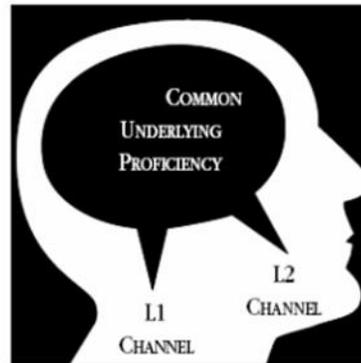
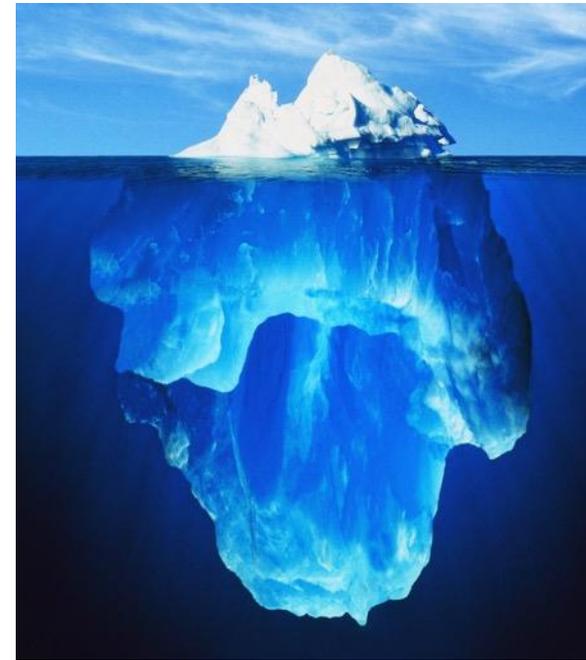


Figure 2.  
The Common Underlying Proficiency Model





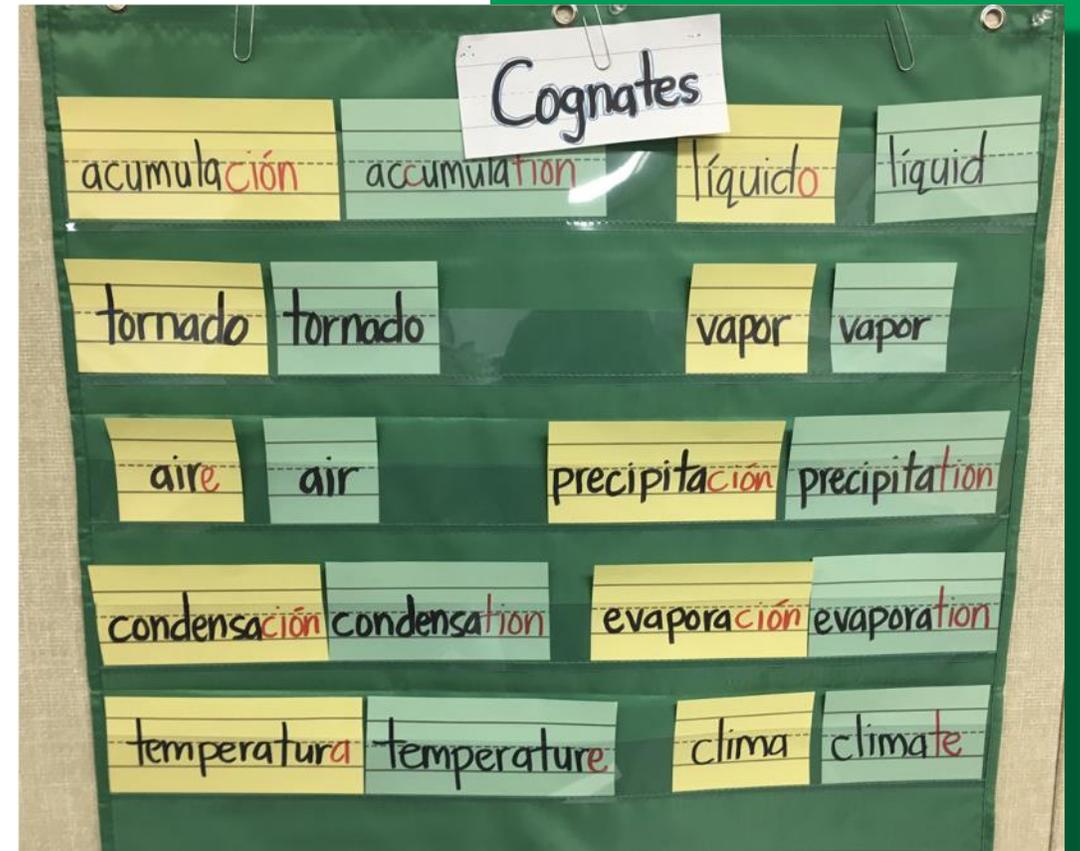
“Effective biliteracy instruction and pedagogy involve the strategic and inter-related use of two languages. Bilingual teaching is not repeating the same thing in two languages; rather, biliterate pedagogies provide intentional opportunities for students to make cross-language and cross-cultural connections.”

-Escamilla, Olsen, Slavick 2022

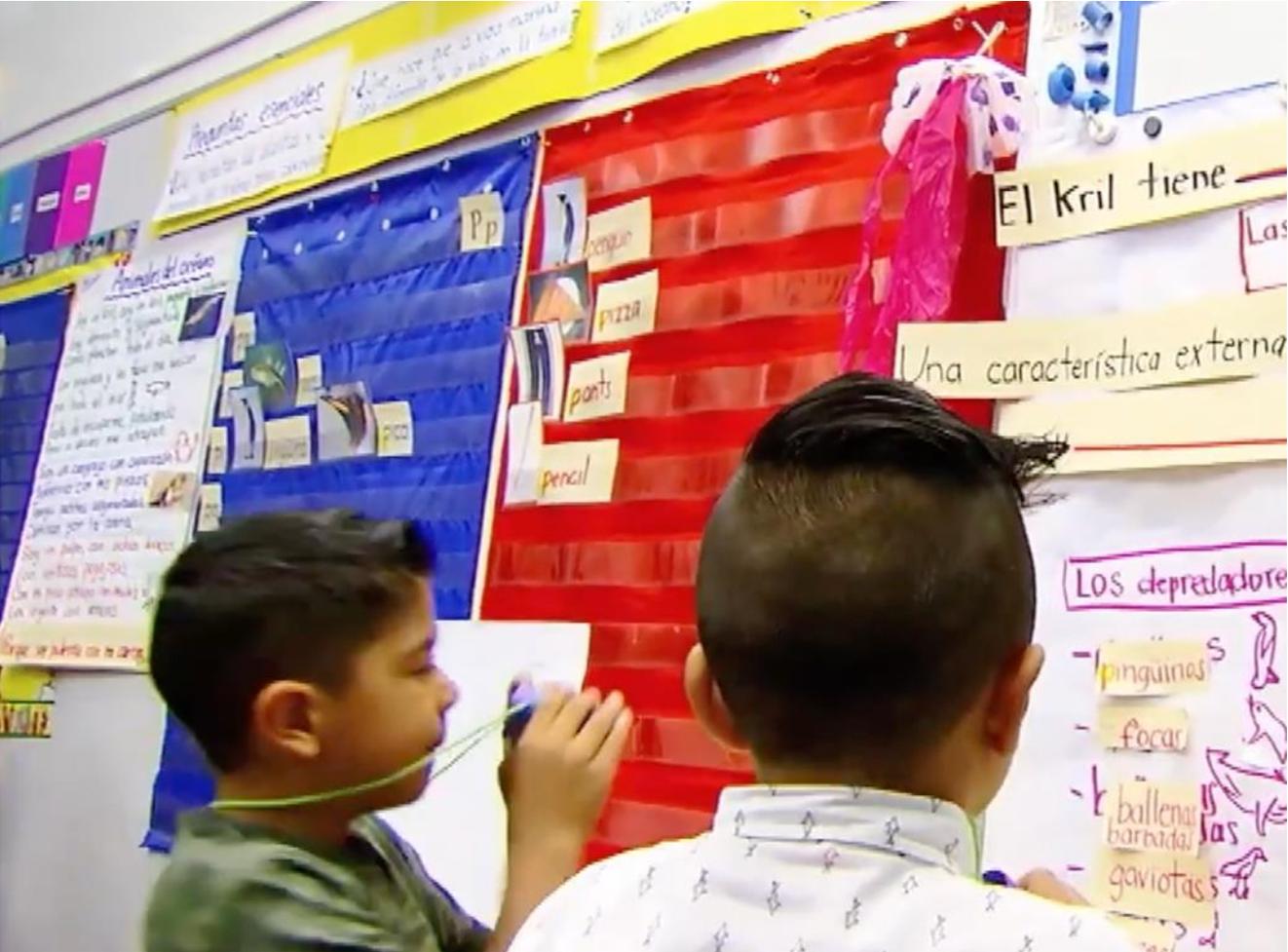
# Positive Transfer or Similarities

Skill works the same or similarly in both languages

*Example: Cognates*  
*televisión television*  
*Narrative structure and*  
*plot development*



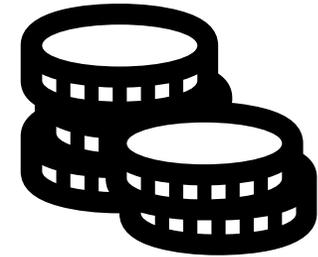
# What does this have to do with biliteracy?



# Negative Transfer or Differences

Skills work differently across languages

Example: False cognates



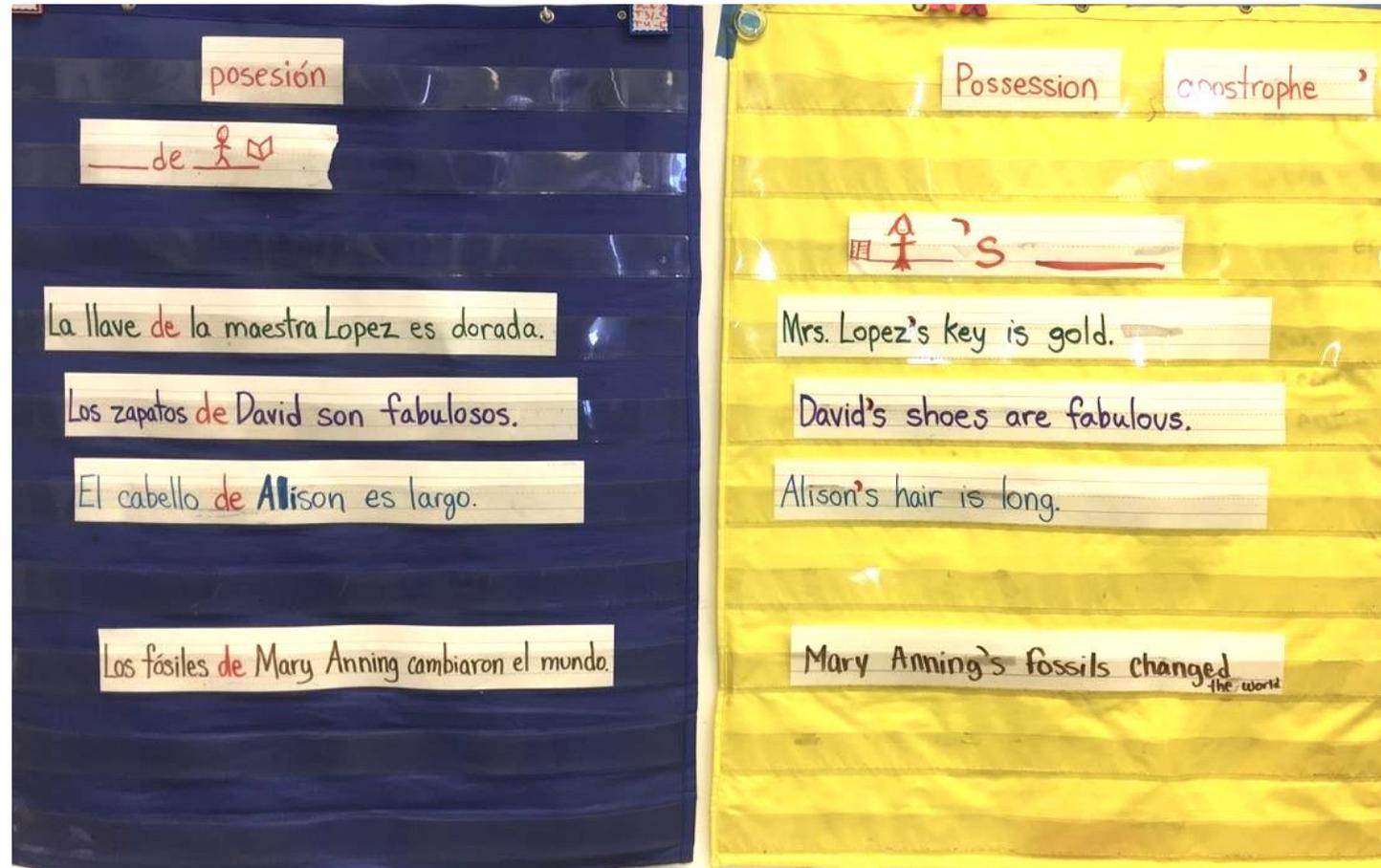
Dime



Díme

Think of another example of a skill or language feature that works differently in the two languages and share that with the person next to you.

# What does this have to do with biliteracy?



# Zero Transfer

Occurs in one language but not in the other  
Example: the “th” sound in English

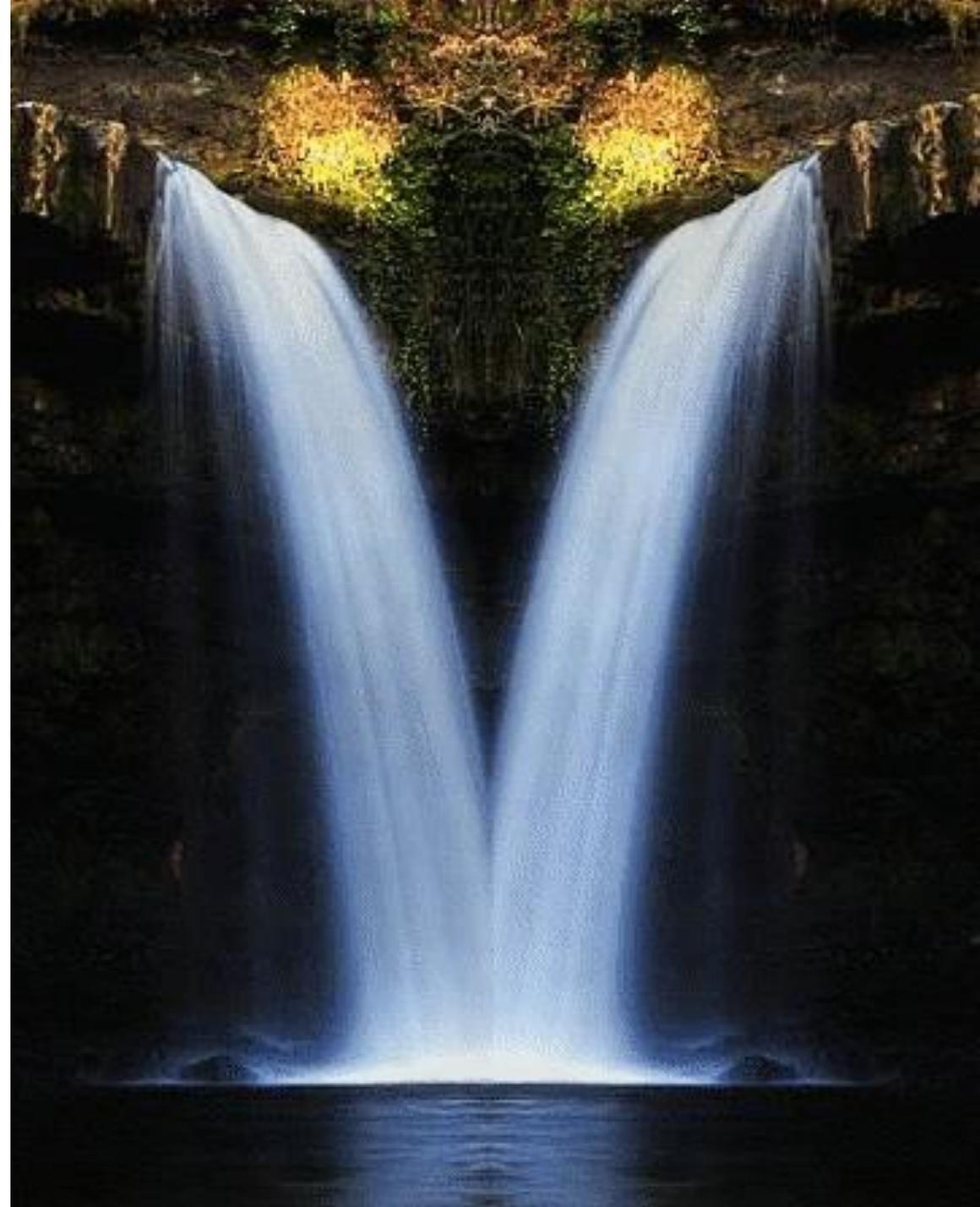
Think of another example of a skill or language feature that has ZERO transfer and share that with the person next to you.



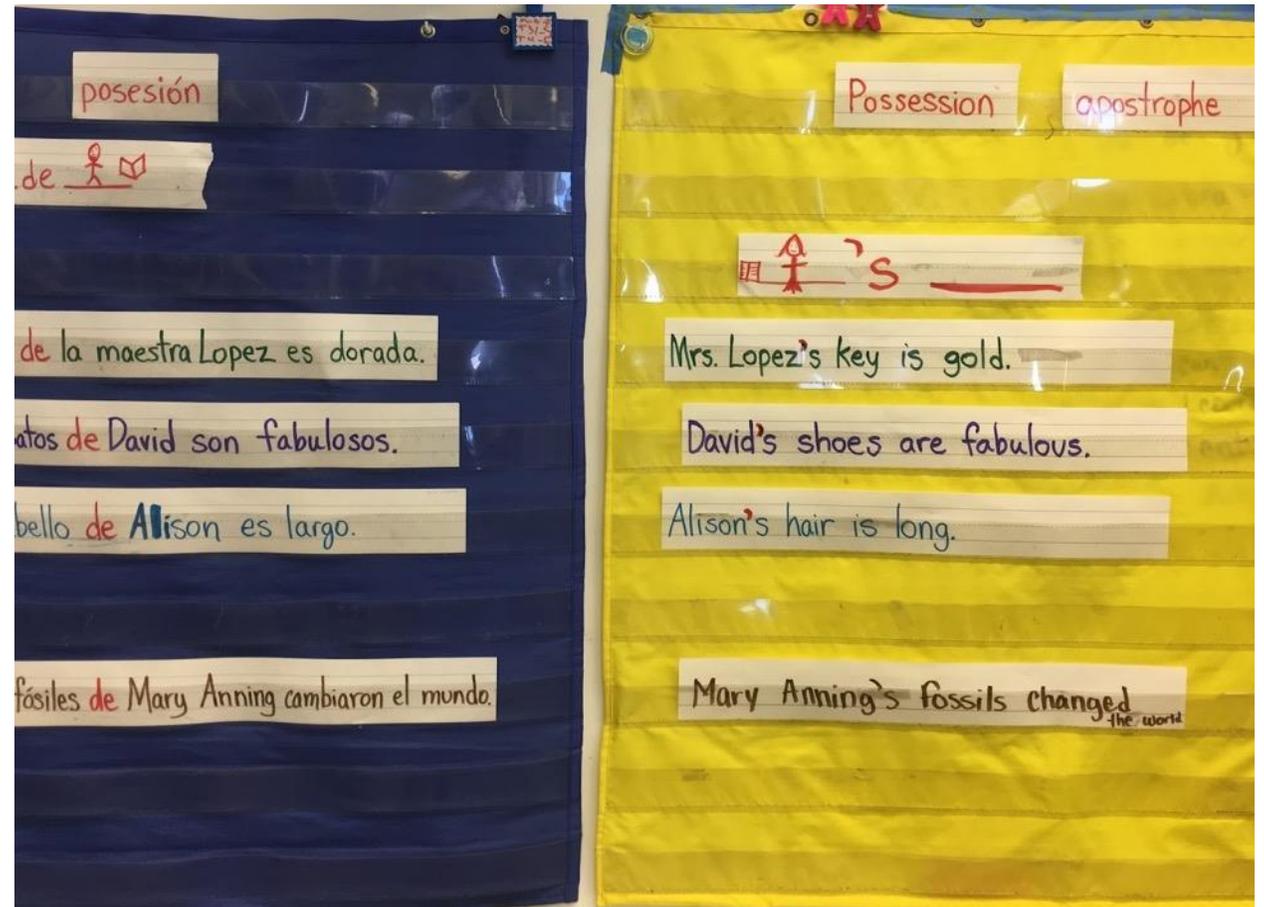
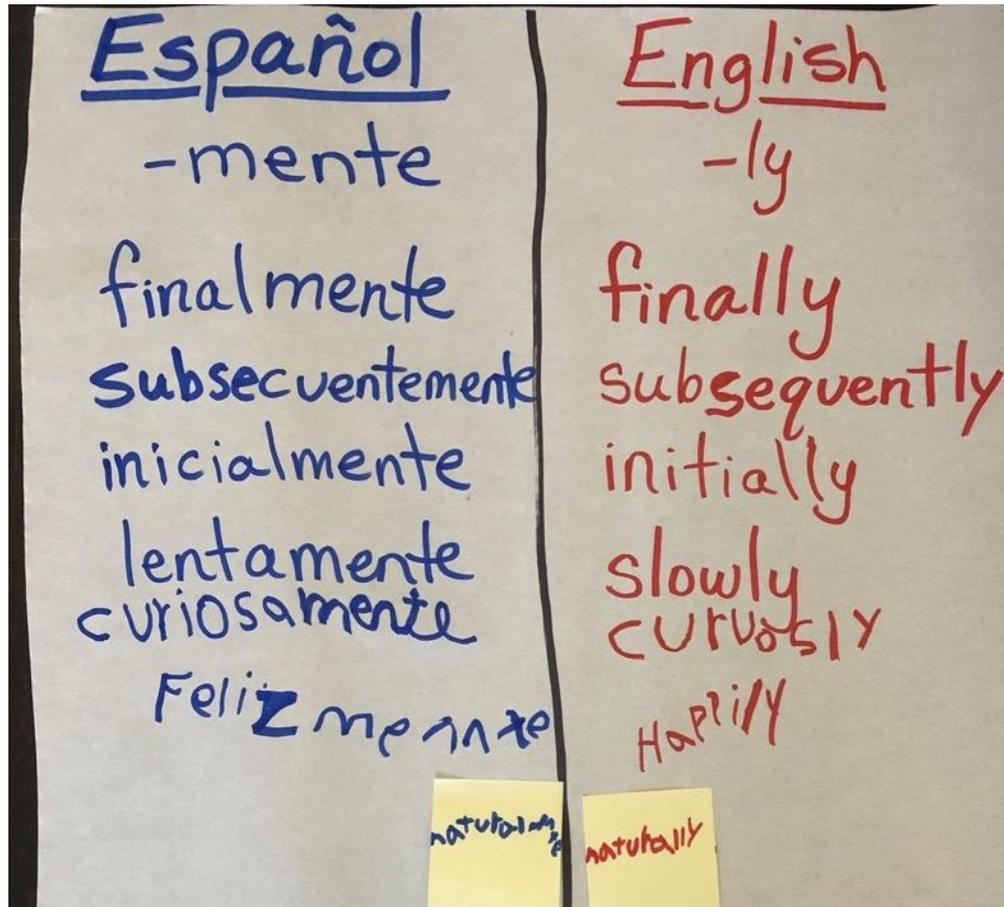
# Key Understandings: Bilingual Brain Makes Connections

“What is known and understood in one language contributes to what is known and understood in the other.”

(Cummins, 2000; Dworin, 2003; Grosjean, 1989; Miramontes, Nadeau, & Commins, 1997; Pavlenko & Jarvis, 2003)



# Strategy: Metalinguistic Anchor Charts



# Strategy: Así se dice

✓  
Nosotros fuimos rápidamente  
Fuimos adelante  
Fuimos rápidamente adelante del tiempo

Así se dice

We zoomed ahead and  
Corrimos

got out at our next  
segundo  
otra  
proximo

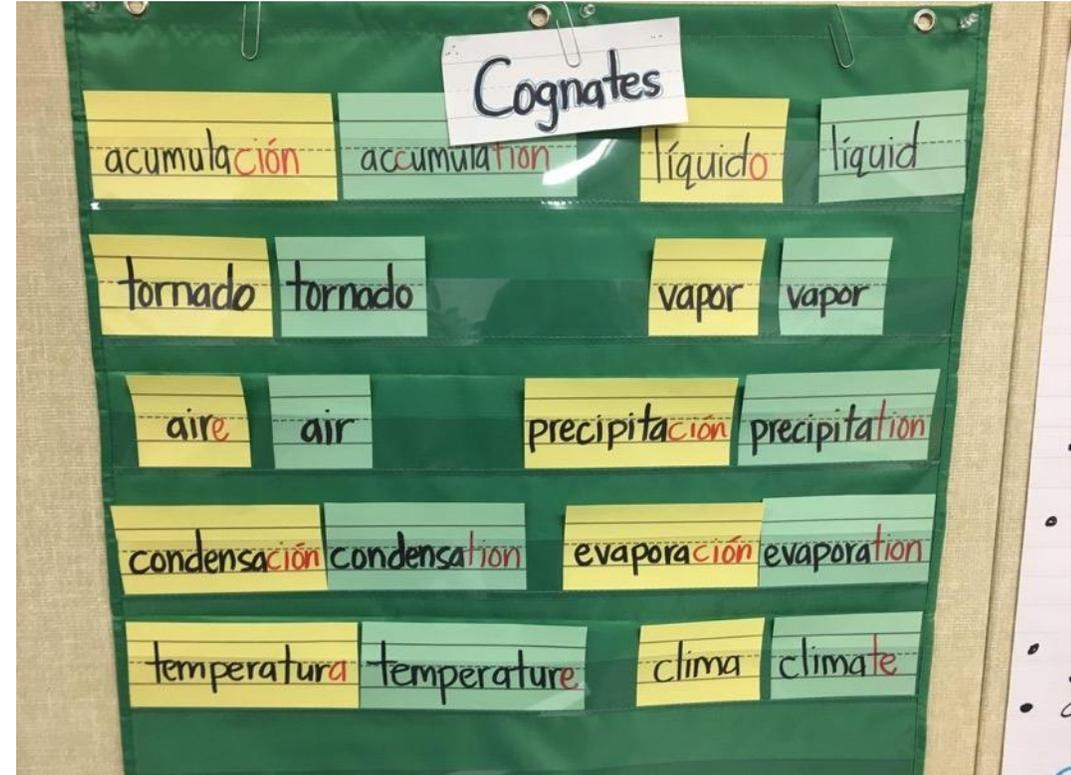
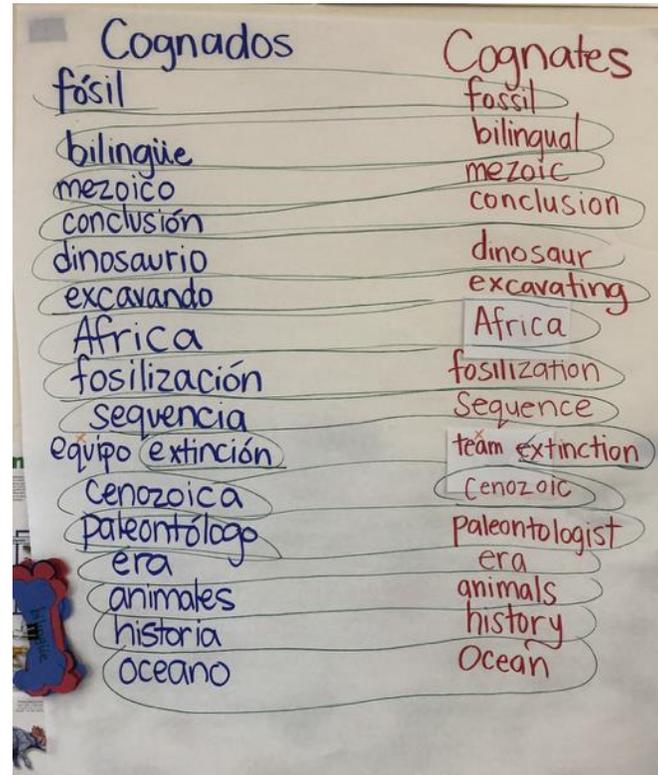
parada. I noticed it was  
Yo Sabía Yo note  
Note También siguiente

hot. Many explained, "The  
Sabía Me di cuenta  
dijo explicó platicó

Earth was a lot hotter  
María

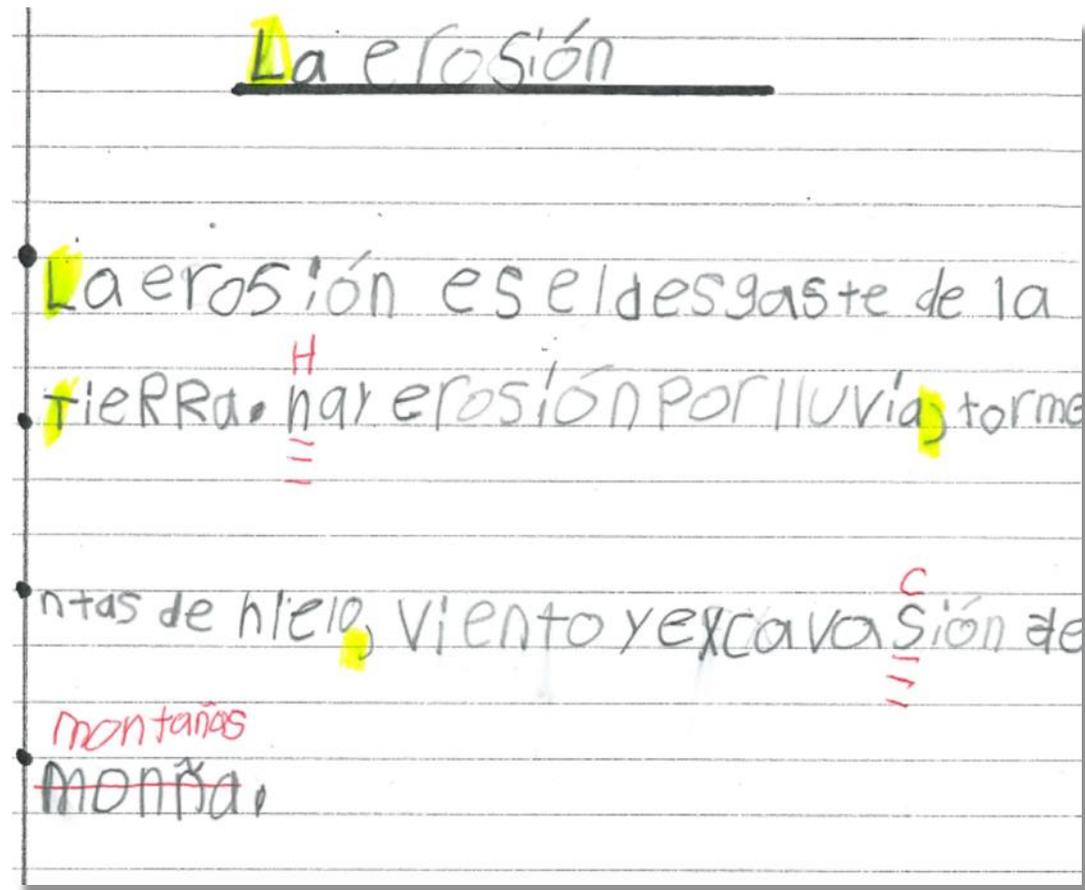
in the Paleozoic Era.

# Strategy: Cognate Walls



# Strategy: The Dictado

Teacher _____ Grade _____ Date _____	
Teacher	Students
<b>Procedure: Giving the Dictado</b>	
	Write date and title
Reads message for meaning	Understand message
Parses Dictado text into smaller chunks (phrase/sentence level)	Repeat message
	Record message
	Skip lines
Rereads entire message	Read w/ teacher, check writing, & make necessary edits
<b>Procedure: Talk-through</b>	
Provides standard marking code	Use standard marking code
	Get correction pen
Constructs message on board (every time)	Follow along & make necessary corrections
Highlights specific teaching points	
Engages in dialogue about metalinguistic awareness	Engage in dialogue about metalinguistic awareness
Dictado is 15-20 minutes	
Same Dictado 3 times a week	
<b>Purposeful Dictados</b>	
Creates meaningful Dictados based on students' need in both languages	Self-correct
Incorporates 2-4 teaching points (always includes spelling & punctuation)	Are aware of teaching points
Holds students accountable (grades)	Reflect on their progress over time
	Transfer learning to other contexts
Develops metalinguistic awareness across languages	Develop metalinguistic awareness





## Summary of Key Understandings

- ❖ Bilingual Brain Makes Connections
- ❖ Mono-Literacy Varies from Biliteracy
- ❖ For efficiency and equity we need to capitalize on Cross Language Connections



# Translanguaging

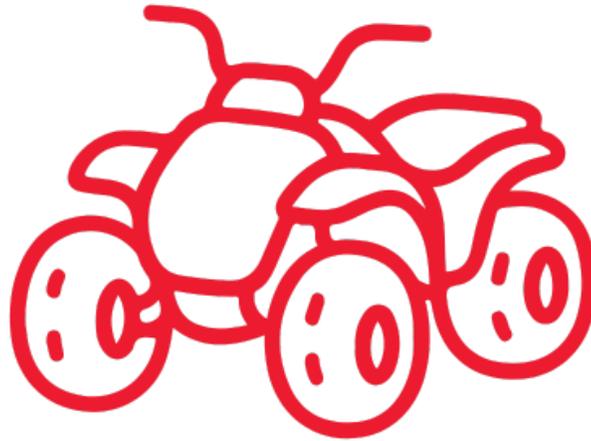
Embracing students  
full linguistic repertoires



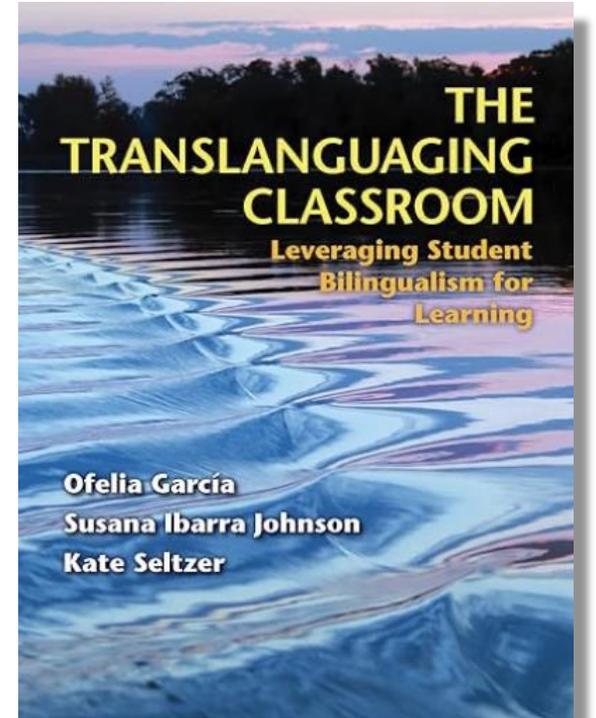
# Ofelia Garcia's Metaphor



**Additive  
Bilingualism**



**Dynamic Bilingualism  
Translanguaging**





# Translanguaging Defined

**Translanguaging** is the flexible use of features from one's full linguistic repertoire, drawing on different languages as needed to communicate effectively in a given context.

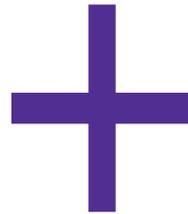
This **corriente**, or current, captures the fluid nature of translanguaging—our whole linguistic repertoire flowing together, where one language doesn't start or stop, but blends seamlessly into another.

# What is translanguaging pedagogy?



# YES/AND not EITHER/OR

Strategic Separation  
of Languages



Translanguaging

# Benefits of Strategic Language Separation

Español	English
Perspectiva	Perspective
contraste	Contrast
comparar	Compare
conquistadores	Conquerors conquistadores
encuentros	encounters
Caribe	Caribbean
costumbres	Customs
tradiciones	traditions
indígenas	indigenous
tribus	tribes
cultura	culture

Parad de la función del lenguaje

**Objetivo**  
Una característica de... es que es...

**Describir**  
El... es...  
La... tiene...

Una característica de... es que es...

El... es... un...  
La... es como una...

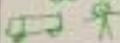
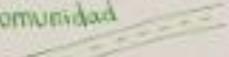
Aspectos gramaticales

Adjetivos son palabras que describen sustantivos.

color	tamaño	emociones	características
rojo	grande	feliz	entusiasta
amarillo	pequeño	triste	avocado
verde	mediano	enojado	guapón
azul	normal	mal	fundo
morado	alto	emocionado	daño
naranja	chiquito	asustado	los niños
amarillo	anchuro	sereno	maravilloso
negro	ajustado	contento	increíble
gris	grande	preocupado	estúpido
rojo	grande	preocupado	sereno

Organizadores gráficos

ENGLISH We can use descriptive language.

Trabajador Worker	Localización Location	Herramientas Tools	Función Function = Role
El trabajador de sanidad 	• las calles de la comunidad 	• chaleco • guantes • camión de basura • contenedor de reciclaje	• recoger la basura • vertedero
El enfermero 	• el hospital 	• guantes • estetoscopio • termómetro	• curar personas • atender en el parto
firefighter 	• in our community 	• helmet • gloves • turn-out coat • boots • hose • fire truck	• rescue • extinguish fire • provide medical care

# Suggested Article

- **Recognizes** bilingualism as one integrated linguistic system
- **Leverages** all linguistic resources strategically for learning
- **Affirms** identity and culture to increase engagement and confidence
- **Strengthens** content understanding across subject areas
- **Advances** equity by valuing and sustaining all languages

Promising practices...

## Dual Language Programs and Translanguaging: DLeNM's PD Staff Weighs In

By Dual Language Education of New Mexico's Professional Development Staff

In recent years there has been some debate around translanguaging in the context of dual language education. As an organization, DLeNM believes that it is important to clarify our beliefs concerning this debate, with an emphasis on practical implications for dual language educators. In summary, we believe that the use of translanguaging strategies in a dual language classroom is complex, and that teacher training and expertise should drive its implementation and be based on the specific needs of the students in their classrooms.

**Historical Context**

When dual language programs were first implemented over 20 years ago, one key guiding principle was the separation of program languages for instruction (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007). Dual language educators found that when teachers taught solely in the target language, with appropriate sheltering techniques, language acquisition for their students was greatly accelerated. The immersion experience provides motivation for language learning and student engagement. In fact, the plethora of positive dual language research outcomes reflect the practice of separating program languages for instruction (Thomas & Collier, 2009, 2012, 2017).

However, because of its importance, it became easy for some DL practitioners to advocate for a "strict" separation of languages which, in some cases, resulted in students being reprimanded for not staying in the target language. This was never the intent of the Guiding Principles (Howard, et al., 2007). The expectation was that the DL teachers would maintain the target language in order to provide the immersion learning experience that would result in greater language proficiency for all students. The use of scaffolding and sheltering strategies ensured developing language learners' comprehension of the lesson and opportunities to

use both program languages. As DL programs have evolved, key researchers and practitioners (Beeman & Urow, 2013; Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa, & Escamilla, 2014; García & Wei, 2014) have revised this guiding principle to reflect the idea of an "appropriate" separation and the bringing together of the program languages (Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). Consistent with this new context, the concept of translanguaging has arisen.

**Definition**

Based on the work of Dr. Ofelia García and her colleagues (García & Wei, 2014; García, Ibarra-Johnson & Seltzer, 2017), translanguaging is when multilinguals use all their unique linguistic assets to process and comprehend information in both academic and social contexts. For example, in an academic context, students might reflect, discuss, read, and write using their entire linguistic repertoire as they negotiate for meaning. Teachers affirm and leverage these assets as intentional instructional strategies. Therefore, translanguaging is relevant for any classroom with multilingual students, not just those enrolled in a dual language program. When teachers take a "translanguaging stance" and encourage their students to use all their linguistic resources, they are affirming their students' identities as bilinguals, which in turn, promotes a positive classroom culture, increases student engagement, and ultimately furthers the progress of social justice—a society that celebrates diversity and equity. In fact, Dr. Anna Mendoza, in her blog, *annamend* ([annamend.com](http://annamend.com)) discusses a study that researched the role intentional translanguaging practices played in an Indigenous language-revitalization program in Peru (Quechua), and found that, "Power is transformed when we grant agency and voice to actors with less valued languages and literacy practices (Hornberger & ...)

teaching identity language bilinguals helps translinguaging multilingual process ecology student-centered families emergent learning community welcome students classrooms discursive fluid home support

This image first appeared in *Embracing Translanguaging Practices*, an article in the *New Jersey Speech-Language-Hearing Association (NJSLHA) newsletter, VOICES*.

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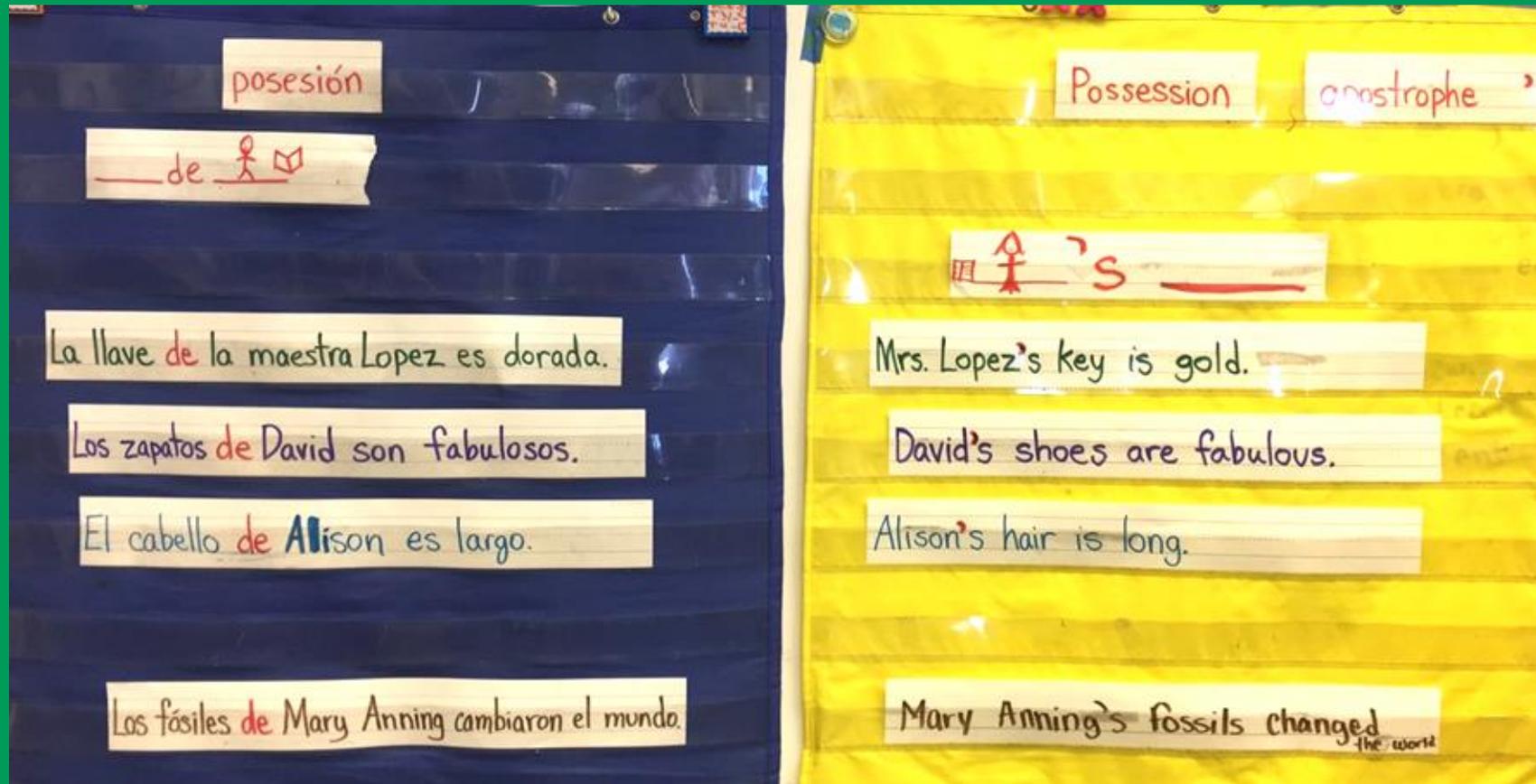
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4 Soleado—Winter 2022 DLeNM

# Strategy: Metalinguistic Anchor Charts





# Resource - Making Metalinguistic Connections: The Bridge between Languages

By Karen Beeman & Cheryl Urow  
Center for Teaching for Biliteracy



Soleado

A Publication of Dual Language Education of New Mexico

Promising Practices from the Field

Winter 2017

## Making Metalinguistic Connections: The Bridge between Languages

by Karen Beeman and Cheryl Urow—Center for Teaching for Biliteracy

The Bridge is an instructional element designed to take advantage of the dynamic bilingualism of students in dual language (one-way and two-way) and transitional bilingual programs of instruction. In our book, *Teaching for Biliteracy: Strengthening Bridges between Languages* (Beeman & Urow, 2013), we define the Bridge as "... the instructional moment when teachers purposefully bring the two languages together, strategically guiding bilingual learners to

- transfer the academic content they have learned in one language to the other,
- engage in contrastive analysis of the two languages, ... and
- develop "metalinguistic awareness" (back cover).

Based on this definition and the longer description and examples in the text, we have worked with teachers around the country who have begun to use the Bridge in their classrooms. While there is no one right way to implement the

### Inside this issue ...

- ▣ Preparing Dual Language Teachers: A Call for National Standards
- ▣ Reflecting on the AIM4S™ Mathematics Framework ... the Learning Policy Institute
- ▣ El desarrollo de identidades académicas en el contexto de un programa de lenguaje dual
- ▣ Strengthening Biliteracy Development in OCDE Project GLAD®
- ▣ Teacher Preparation—Re-engineering the Pipeline, Part 2
- ▣ Building Instructional Capacity—Next Steps with the CLAVES™ Framework



Bridge, and its implementation will reflect both the students and the structure of each bilingual program in which it is used, there are some basic elements of the Bridge to keep in mind that ensure the successful use of this instructional tool.

*The focus of the Bridge is language—specifically, the metalinguistic analysis of language.*

Research in the field of biliteracy finds that bilinguals who recognize, understand, and can articulate the similarities and differences between their languages reach higher levels of academic achievement and higher levels of language development in both languages



Students add examples to a metalinguistic chart in Kaite Mohr's 1st grade classroom—the English component of a 50/50 dual language program—at Glacier Edge School, Verona, WI.

(Cummins et al., 2005; DeJong, 2011; Dressler, Carlo, Snow, August, & White, 2011; Jiménez, García, & Pearson, 1996). And while the research demonstrates the need for students to have the opportunity to engage in contrastive analysis of their languages (in other words, to compare and contrast languages), the question for teachers is how to provide students with this opportunity while simultaneously maintaining the separation of languages—a critical programmatic element of dual language (Rogers, 2009).

The Bridge is a response to that question. In the past, dual language teachers and programs have worked to establish the **strict separation of languages**, while currently, the field has moved to the **strategic separation of languages** (Escamilla et al., 2014; Thomas & Collier, 2012). In programs that include the Bridge, classroom teachers continue to maintain the language of instruction

—continued on page 14—



# Resource: Metalinguistic Anchor Charts Strategy Description

## Metalinguistic Anchor Charts

### Summary

Engaging bilingual students in comparing the similarities and differences between their languages helps develop **metalinguistic awareness**—the ability to think about and analyze the structure and function of language. Metalinguistic Anchor Charts offer a clear, side-by-side visual of specific language features, allowing students to compare how languages work similarly or differently. These charts help deepen students' understanding of both languages, supporting mastery and ownership of each. Created collaboratively by the teacher and students, the charts become a shared resource that students can add to and use for ongoing reference.

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### **Possible pre-Metalinguistic Anchor Chart step: Create a Side-By-Side Bridge**

*After studying a topic for some time, students share key words or phrases about that topic or content in the language of instruction it was learned. The teacher (or language partner teacher) then helps the students translate the list into the other language or "cross the Bridge" creating a side-by-side chart of content-related terms. This chart can then be used to identify and focus on a specific language feature for the Metalinguistic Anchor Chart.*

### Implementation of Metalinguistic Anchor Charts

#### 1. **Identify the focal language feature to be compared and contrasted**

Look to your SLA and ELA language standards, side-by-side Bridge, and the Spanish/English Transfer Planning Tool to guide you in choosing grade level examples. Ground the chart in examples from the content you are teaching. For example, if comparing adverb endings begin by pulling examples off the Sentence Patterning Chart, the Dictado, and/or other text around the classroom. Teachers can also use students' writing or OLA approximations to identify features students may be struggling with.

#### 2. **Create Metalinguistic Anchor Chart**

Ensure clear visual separation on the chart, by using two different colored markers for each language. Start with examples from the content you're teaching, and explicitly write the phonetic or linguistic differences. For example, "*En español, el adjetivo sigue al sustantivo. In English, the adjective comes before the noun.*" Have students Think-Pair-Share to generate additional examples.

#### 3. **Create more opportunities to engage with chart**

Provide opportunities for students to add examples individually, in pairs, or in groups, drawing from independent reading, close reading, or "reading the room." Encourage students to take ownership of the chart and contribute as they

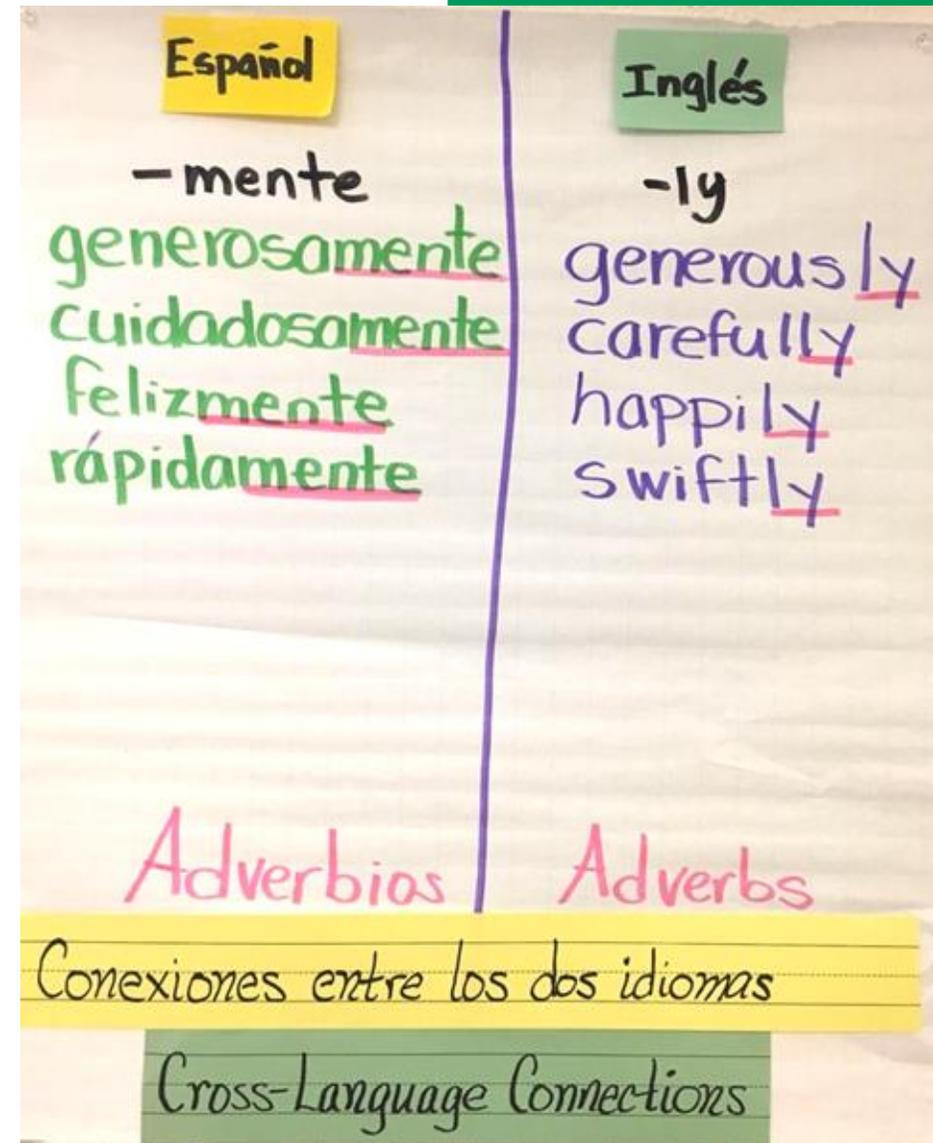


# WHY?

**Engage** bilingual students in exploring the similarities and differences between the LOTE and English.

**Develop** students' metalinguistic awareness.

**Strengthen** students' language and literacy skills in both languages



# Reasons to Create a Metalinguistic Anchor Chart:

- **To address** a grade-level standard that emerged from the Side-by-Side Bridge
- **In response** to a student need
- **To highlight** a linguistic pattern from a contrastive analysis focus
- **To deepen** students' understanding of a Language Arts standard

# Creating a Side-by-Side Bridge

título	title
escenario	setting
Personajes	Characters
Secuencia	Sequence
eventos	events
Primero	first
luego	next, then
al final	finally
problema	problem
Solución	Solution

Multiplicación	Multiplication
matriz	array
suma repetida	repeated addition
grupos iguales	equal groups
estrategias	strategies
por	times
factores	factors
producto	product
propiedades	properties
multiplicar	to multiply
ecuación	equation
signo de multiplicación	multiplication sign
tabla de multiplicación	multiplication table
grupos de	groups of
dígito	digit

Español	English
Perspectiva	Perspective
Contraste	Contrast
comparar	Compare
conquistadores	conquers
encuentros	encounters
Caribe	Caribbean
Costumbres	Customs
tradiciones	traditions
indígenas	indigenous
tribus	tribes
cultura	culture

# Step 1

**Identify** the **focal** language feature to compare - *phonology, orthography, morphology, semantics, grammar and syntax,, and pragmatics*

Español	English
patrón	pattern
valor de posición	position valve <small>place valve</small>
igual a	same as
redondear	round
orden/ordenar	order
digito	digit

## Step 2

Create a Metalinguistic Anchor Chart

Español -cion	English -tion
posición	position
solución	solution
multiplicación	multiplication
instrucción	instruction
ficción	fiction
celebración	celebration

## Step 3 & 4

**Create** opportunities to engage with the chart

**Ensure** opportunities to put new learnings into practice

Español -cion	English -tion
posición	position
solución	solution
multiplicación	multiplication
instrucción	instruction
ficción	fiction
celebración	celebration
producción	production
educación	education

ca ca fuerte fuerte

co co ca co cu

cu cu

cangrejo

come

carnívoro

comienza

coral

c

Positive transfer

same sound

ca co cu

ca ca

co co

cu cu

cod comes

Ocean Animal Food Chain

Itsy, bitsy plankton,  
Floating in the sea.

Along comes the krill  
And eats it easily.

Next comes the cod  
Who's eaten by the seal.

And the Great White Shark  
Then finishes up the meal!

# español

tienen género

-sujetos son  
femeninos ♀ <sup>(clasi)</sup> la, unas  
masculinos ♂ <sup>(los)</sup> el, unos

la/una niña 

el/un niño 

la/una estatua

la/una Corona

el/un pedestal

el/un carro

# English

-no male<sup>♂</sup> or female<sup>♀</sup>  
distinction the/a

a/the girl

a/the boy

a/the statue

a/the crown

# Cognates

acumulación

accumulation

líquido

liquid

tornado

tornado

vapor

vapor

aire

air

precipitación

precipitation

condensación

condensation

evaporación

evaporation

temperatura

temperature

clima

climate

# Identify 2 - 3 possible Metalinguistic Anchor Chart teaching points

• <u>Título</u>	<u>title</u>
escenario	setting
Personajes	Characters
<u>Secuencia</u>	<u>Sequence</u>
<u>eventos</u>	<u>events</u>
Primero	first
luego	next, then
<u>al final</u>	<u>finally</u>
<u>problema</u>	<u>problem</u>
<u>Solución</u>	<u>Solution</u>

<u>Multiplicación</u>	<u>Multiplication</u>
matriz	array
suma repetida	repeated addition
grupos iguales	equal groups
<u>estrategias</u>	<u>strategies</u>
por	times
<u>factores</u>	<u>factors</u>
<u>producto</u>	<u>product</u>
propiedades	properties
<u>multiplicar</u>	<u>to multiply</u>
<u>ecuación</u>	<u>equation</u>
signo de multiplicación	multiplication sign
tabla de multiplicación	multiplication table
grupos de dígito	groups of digit

<u>Español</u>	<u>English</u>
<u>Perspectiva</u>	<u>Perspective</u>
<u>contraste</u>	<u>Contrast</u>
<u>comparar</u>	<u>Compare</u>
<u>conquistadores</u>	<u>conquers</u>
<u>encuentros</u>	<u>encounters</u>
Caribe se?	<u>Caribbean</u>
<u>costumbres</u>	<u>Customs</u>
<u>tradiciones</u>	<u>traditions</u>
<u>indígenas</u>	<u>indigenous</u>
tribus	<u>tribes</u>
<u>cultura</u>	<u>culture</u>

# Resource: Spanish/English Transfer Planning Tool



## Table of Contents

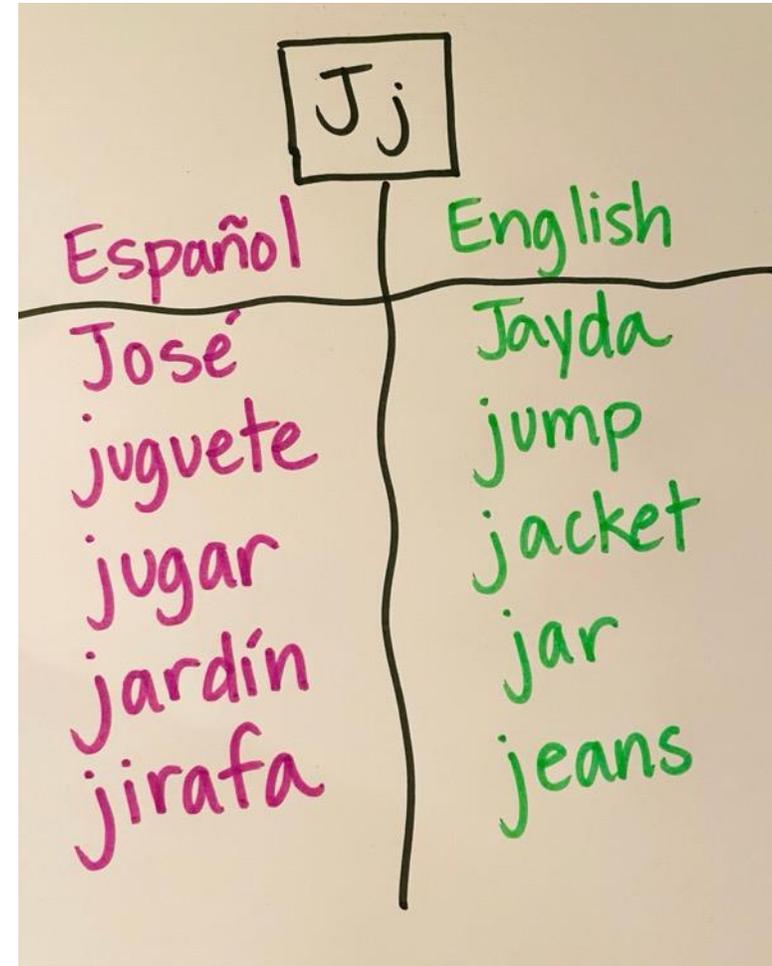
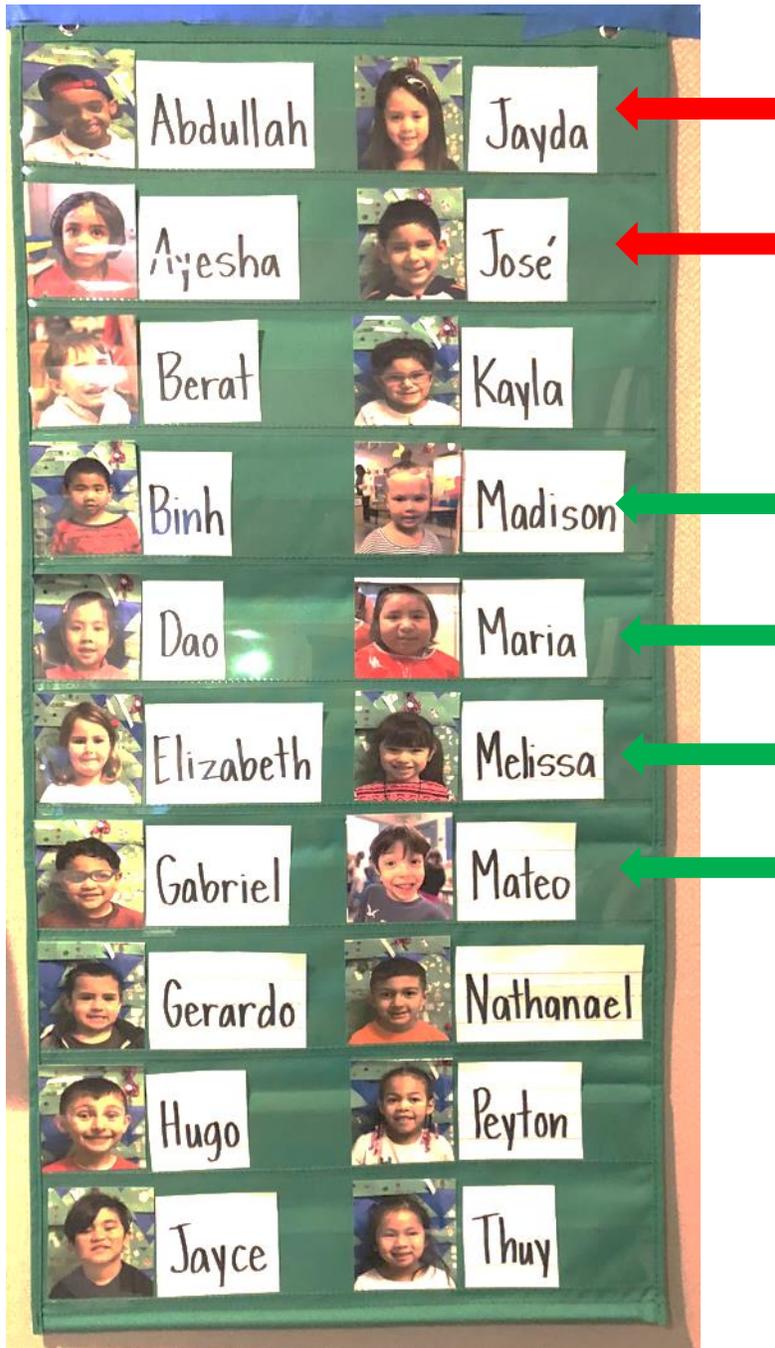
<b>Introduction .....</b>	<b>3</b>
<b>How to Use: Teaching for Transfer in a SEAL Classroom .....</b>	<b>8</b>
<b>Teaching for Transfer in a SEAL Classroom .....</b>	<b>10</b>
Kindergarten.....	10
1st grade.....	12
2nd grade.....	15
3rd grade.....	18
4th Grade.....	21
5th grade.....	26
6th grade.....	31
<b>Teaching for Transfer – ELD Standards.....</b>	<b>33</b>
<b>Phonics Transfer Chart .....</b>	<b>34</b>
<b>Common Cognates .....</b>	<b>36</b>
<b>Metalinguistic Transfer Q&amp;A .....</b>	<b>39</b>
<b>Glossary of Terms.....</b>	<b>42</b>
<b>Bibliography .....</b>	<b>46</b>
<b>Additional Resources .....</b>	<b>47</b>

## Teaching for Transfer in a SEAL Classroom Kindergarten

Standards	Form of Transfer	Approximations and Implications	SEAL Strategies: potential sources for transfer lessons
<b>CCSS en español - Fonética y reconocimiento de palabras</b>			
2.c Combinan y segmentan los sonidos consonánticos y vocálicos de una sílaba. <i>Blend and segment onsets and rimes of single-syllable spoken words.</i>	Negative	<b>Implications:</b> Initial reading in both languages needs to be taught separately and with instructional methods that are most effective for that specific language	<ul style="list-style-type: none"> <li>• Chants</li> <li>• Draw &amp; Label</li> <li>• Sentence Patterning Chart</li> <li>• TheDictado</li> </ul>
3.a Demuestran el conocimiento básico de la correspondencia entre letra y sonido al producir el sonido principal o los sonidos más frecuentes que representa cada consonante	Positive	<b>Implications:</b> B, D, F, G (ga, go, gu), G (gue, gui), L, M, N, P, S, T, Y	<ul style="list-style-type: none"> <li>• Chants</li> <li>• Draw and Label</li> <li>• Sentence Patterning Chart</li> <li>• TheDictado (2nd semester)</li> <li>• T-graph</li> <li>• Cooperative Strip Paragraph</li> </ul>
	Negative	G (before e and i), H, LL, QUE, QUI, RR, V, Z	
	Zero	J, K, W, V (See <a href="#">Phonics Transfer Chart</a> for more information)	
3.b Asocian los sonidos con la ortografía común para las cinco vocales incluyendo el uso de la ye (Y) como equivalente de la vocal i.	Positive	<b>Implications:</b> /o/ spelled O, /oo/ spelled U,	<ul style="list-style-type: none"> <li>• Chants</li> <li>• Draw and Label</li> <li>• Sentence Patterning Chart</li> <li>• TheDictado (2nd semester)</li> <li>• T-graph</li> <li>• Cooperative Strip Paragraph</li> </ul>
	Negative	A, E, I, O, U (depending on the word)	
	Zero	Short vowels, Long vowels with silent E,	



# Using Names to Support Cross-Linguistic Connections



## Teaching for Transfer in a SEAL Classroom 2nd grade

Standards	Form of Transfer	Approximations and Implications	SEAL Strategies: potential sources for transfer lessons
<b>CCSS en español - Fonética y reconocimiento de palabras</b>			
3.a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).	Positive  Zero (occur only in English)	<b>Implications:</b> /oi/ - spelled oi, oy (choice, joy, hoy)  Long vowel digraphs and double vowels, sh, th, wh, ph, gh, -ng, s blends	<ul style="list-style-type: none"> <li>● Chants</li> <li>● VIC</li> <li>● TheDictado</li> <li>● Sentence Patterning Chart</li> <li>● Cooperative Strip Paragraph</li> </ul>
3. b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.	Positive	<b>Implications:</b> Y can also be a vowel in English	<ul style="list-style-type: none"> <li>● Chants</li> <li>● Vocabulary in Context</li> <li>● Draw &amp; Label</li> <li>● Dialogic Read Aloud</li> <li>● Cooperative Strip Paragraph</li> <li>● Sentence Patterning Chart</li> </ul>
3.d. Decodifican palabras con <b>prefijos</b> y sufijos de uso frecuente	Positive  Zero	<b>Implications:</b> <b>Prefixes:</b> Pre, Con, Com, Uni, Inter, Sub, Contra, Equi and Re  Mal-, Ben-, Des-, Sobre-,	<ul style="list-style-type: none"> <li>● Vocabulary in Context</li> <li>● Chants</li> <li>● Sentence Patterning Chart</li> <li>● TheDictado</li> </ul>
3.d. Decodifican palabras con prefijos y <b>sufijos</b> de uso frecuente	Positive	<b>Implications:</b> Some suffixes work the same way, yet are spelled differently (-mente/-ly, -ista /-ist)  -al	<ul style="list-style-type: none"> <li>● Vocabulary in Context</li> <li>● Chants</li> <li>● Sentence Patterning Chart</li> <li>● TheDictado</li> </ul>



Español

-mente

generosamente

cuidadosamente

felizmente

rápidamente

Inglés

-ly

generously

carefully

happily

swiftly

Adverbios

Adverbs

Conexiones entre los dos idiomas

Cross-Language Connections

# Ways to Check for Understanding



**Invite** students add examples to the **class Anchor Chart**

**Have** students create their own **Metalinguistic Anchor Chart (MAC)** with personal examples

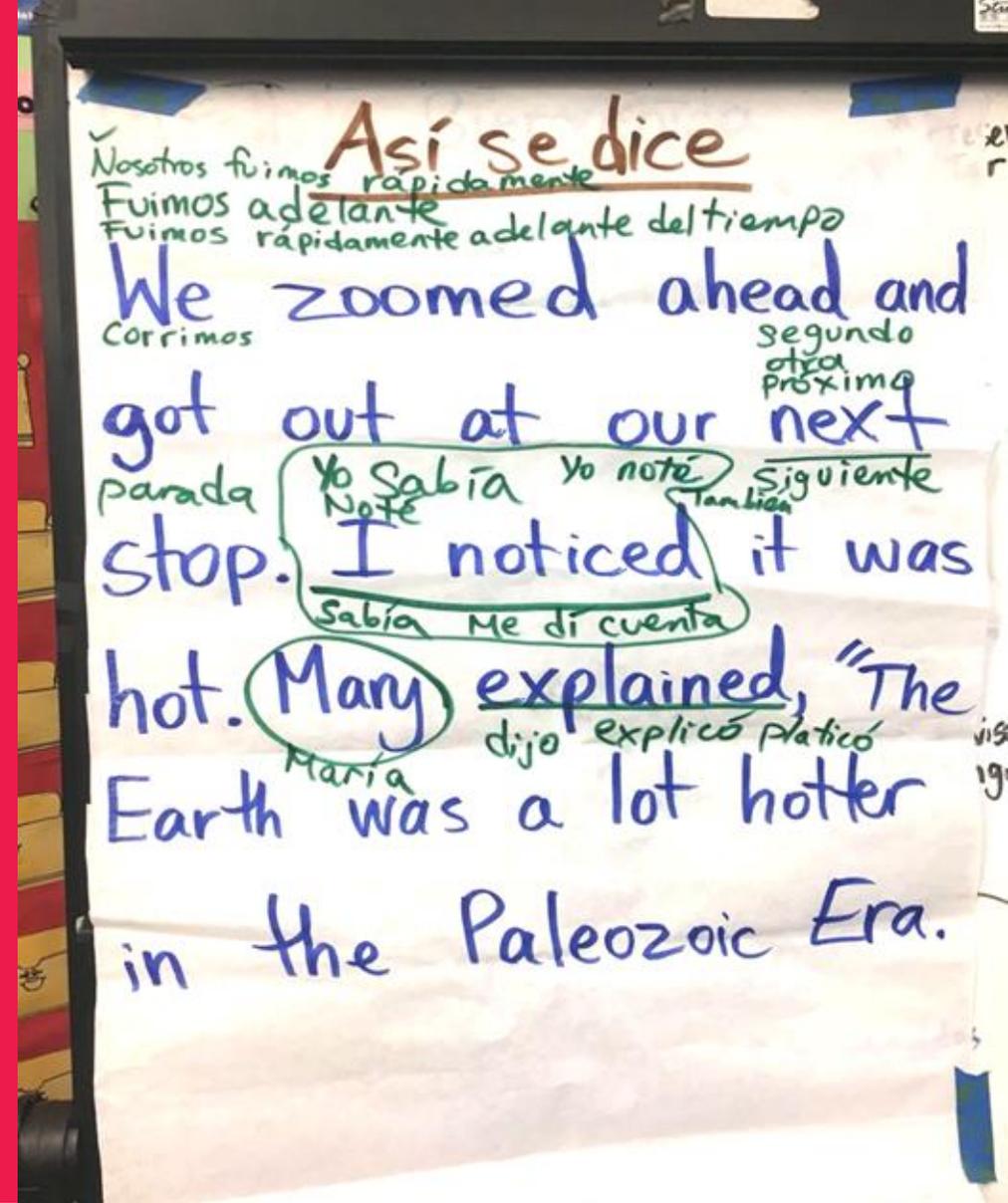
**Use** an **Exit Ticket** to assess individual understanding

# Think-Pair-Share



- What's one **“aha!”** moment you had about metalinguistic anchor charts?
- What's one **idea** you want to try in your classroom right away?
- How might you **adapt** metalinguistic anchor charts to fit the age, language background, or needs of your students?

# Strategy: Así se dice



# Resource: Así se dice Strategy Description & Video



Asi se Dice - That's how you say it - Bilingual 2nd + 3rd Grade Classroom

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TK-6 Así se dice Strategy Description | SEAL

## Así se dice (That's How You Say It)

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O. & Escamilla, M. (2014). *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia, PA: Caslon Publishing.

### Summary

Bilingual people are regularly engaged in the process of translating the world around them. Así se dice is a strategy designed by Literacy Squared that validates translation as a worthwhile and constructive endeavor that promotes language awareness. The ability to translate effectively is indicative of higher order thinking skills and more proficient levels of biliteracy. Through engaging students in sophisticated unpacking of text, it supports students in using all of their linguistic resources as they interpret and translate material and is meant to intentionally raise cross-language metalinguistic awareness. Through reading, writing, listening and speaking students are involved in the complex process of translating for meaning, both literal and figurative in order to provide them a deeper understanding how ideas are conveyed differently across languages and cultures. Additionally, through the use of this strategy, teachers can better understand what words and concepts students are misunderstanding and use this information to guide their instruction.

### Implementation

Así se dice is a metalinguistic strategy that begins in 3<sup>rd</sup> grade, though it might be strategically used at the end of 2<sup>nd</sup> grade, in which students are given a carefully chosen passage of text and asked to collaborate with peers to translate it. Through discussion, collaboration, conversation, and shared thinking students create and then evaluate the effectiveness of different translations. At times literal translation makes sense, but other times students will need to grapple with conceptual translations and consider the author's meaning and message. The process and the metacognitive examination of language matters more than the final product.

The procedure begins with the teacher choosing the text to use for Así se dice. The text should be reasonably short, complex, and personally meaningful. It could be pulled from a Narrative, Dialogic Read Aloud, poetry or could even be a *dicho*. The best texts are those that can be translated in a variety of ways and lend themselves to some unpacking and discussion. It is through these different language choices that the richest conversations emerge. The strength of the strategy lies not in the length of the passage but in time teachers and students spend thinking and discussing together. Longer passages do not necessarily equate to more, or better, learning.

Then, the teacher shares the text orally and visually with the students and students chorally read it aloud. Students are invited to have a Think-Pair-Share to discuss their initial translations and hear the ideas of their partner.

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# Así se dice Goal



**Help** students understand the complexities and nuances involved in translating from one language to another

**Engage** them in rich conversations about language—such as language use, word choice, and meaning.

# Así se dice Procedure

Choose a short  
passage

# Así se dice Procedure

Choose a short  
passage

Students work  
in pairs to  
translate and  
interpret from  
one language  
to the other

# Así se dice Procedure

Choose a short  
passage

Students work  
in pairs to  
translate and  
interpret from  
one language  
to the other

Students  
compare texts  
& discuss  
differences/  
why they chose  
or prefer  
particular  
words

# Questions to Consider:

- What do we see that's similar? Dissimilar? Preferred? Why?
- Who had something different?
- Does it change the meaning/feeling? How?
- Why did you make that choice?
- Which do you think relays the message/feeling more accurately?
- Which do you prefer? Why?



# Así se dice Procedure

Choose a short passage

Students work in pairs to translate and interpret from one language to the other

Students compare texts & discuss differences/ why they chose or prefer particular words

Students compare their translation to an author's translation when available

# Let's try it out



In groups of 3 or 4 translate the following:

**Caras vemos, corazones no sabemos.**

# Questions to Consider:

- What do we see that's similar? Dissimilar? Preferred? Why?
- Who had something different?
- Does it change the meaning/feeling? How?
- Why did you make that choice?
- Which do you think relays the message/feeling more accurately?
- Which do you prefer? Why?



Caras vemos, corazones

no sabemos

Wolf in sheep's clothing.

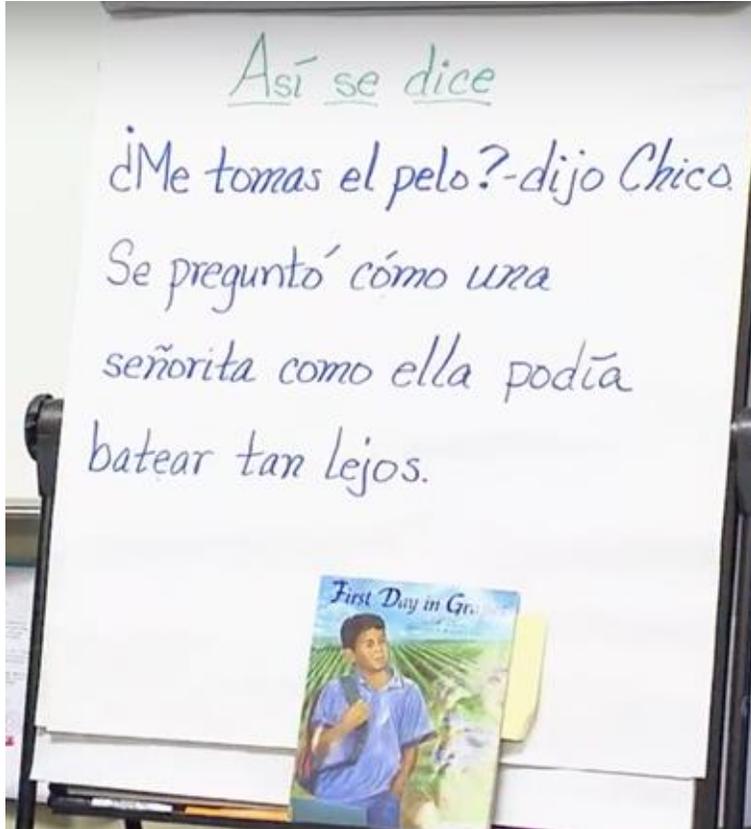
Looks can be deceiving.

Things aren't always what  
they seem.

Don't judge a book by its cover.

What you see isn't always what  
you get.

# Takeaways



Helps students **understand the complexities and subtleties of translating** from one language to another

Engages students in **rich conversations about language**, word choice, authors message and meaning

Uses their **entire linguistic repertoire** and cultural knowledge

Teaches students to **use resources** while focusing on **context and meaning**

# Closing



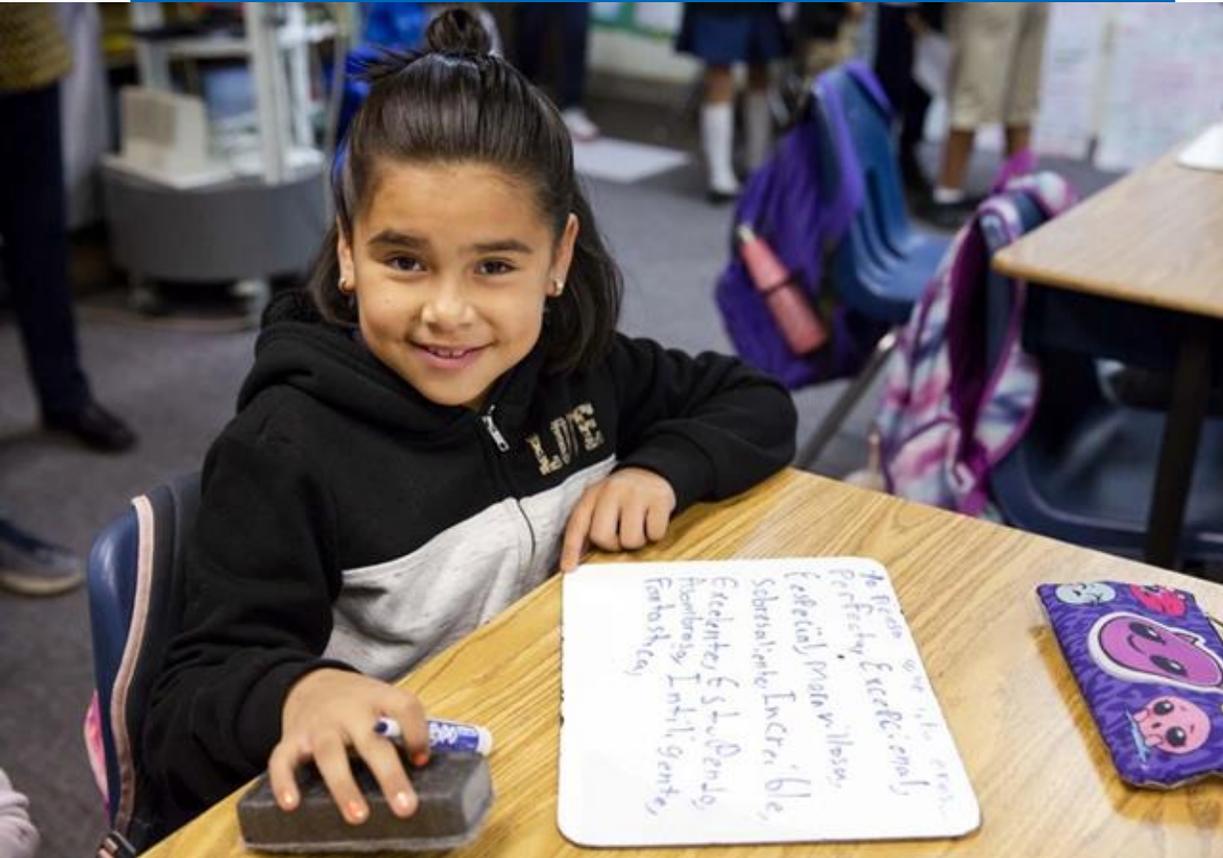
# Agenda

Cross-Linguistic Connections & The Bilingual Brain

Translanguaging

Metalinguistic Anchor Charts

Así se dice



*Share one thing you are walking away with from this session.*

**Aprendí.....**

**I learned..**

**Me siento inspirado/a para....**

**I feel inspired to..**

**Tengo curiosidad sobre...**

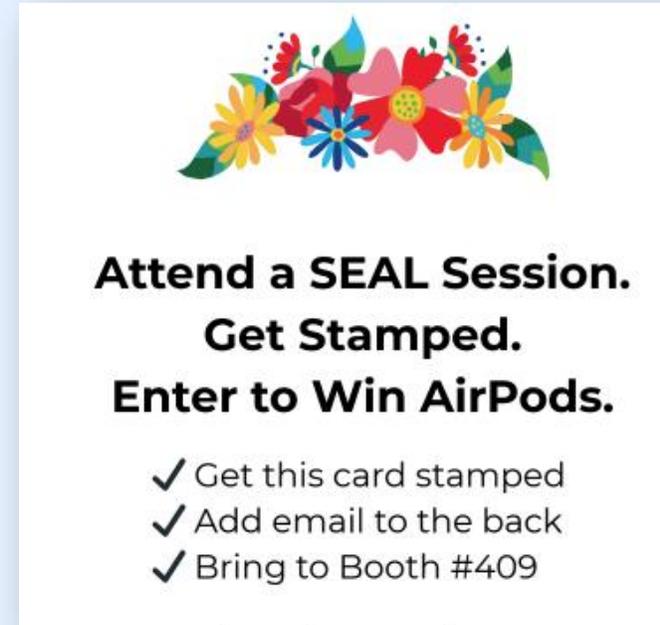
**I'm curious about..**

# Resources and Raffle

Scan:



Or Visit: [seal.org/cabe-cl](https://seal.org/cabe-cl)



As educators, our job is  
NOT to be the voice for  
students who do not have  
a voice.

Our job IS to dismantle  
educational systems of  
oppression so that students  
can be their own voice.

DR. JOSÉ MEDINA  
TIK TOK: JOSEMEDINA1000  
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*Thank you!*

**SEAL**

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