

Agenda

- ★ I. Looking at the Goals of Dual Language Programs
 - a. Bilingualism, biliteracy and biculturalism
 - b. Cross-cultural learning; multiculturalism
- ★ II. Why Use Children's Literature?
 - a. How books reflect and communicate culture
 - b. How illustrations communicate culture
 - c. Why focus on Caribbean cultures?
- ★ III. Why Use Culturally-Responsive Themes?
- ★ IV. How to Plan Standards-Based Lessons that:
 - a. Meet Dual Language Program Objectives
 - b. Keep Cross-Cultural Learning Front and Center

Looking at the Goals of Dual Language Programs

- a. Bilingualism, biliteracy and *biculturalism*
- b. *Cross-cultural learning; multiculturalism*

2013, Heineman



Dual Language Education Guiding Principles

Strand 2: Effective Features of Curriculum
Reflects and values students' cultures

Strand 3: Instruction:
Principle 4: Teachers create a multilingual and multicultural learning environment

Instructional materials reflect the various subgroups of the student population and incorporate materials and themes that address respect and appreciation for all cultures.

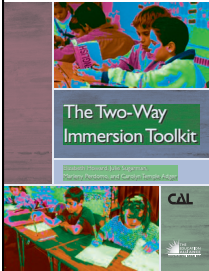
Dual Language Education Guiding Principles

Strand 5: Program Structure
Principle 1: all aspects of the program work together to achieve the goals of additive bilingualism, biliteracy, and **cross-cultural competence**, while meeting grade-level academic expectations.
Principle 2: The program ensures **equity for all groups**

There is a coordinated plan for promoting cross-cultural competence.
*Have staff trained in **multicultural understanding**, use **multiethnic materials** and curriculum, integrate students' **cultural values** into the classroom.....*

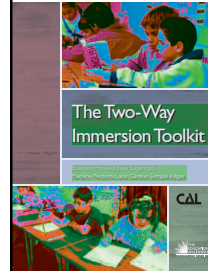
Strand 6: Family and Community
The Program values **multiculturalism**

How can teachers promote positive cross-cultural attitudes and behaviors among students:



Teachers should concentrate as much, if not more, on values, norms, and perspectives of the partner language culture (as well as those of other cultures, particularly if they are represented in the classroom) as they do on visible cultural practices, such as holidays, foods, music, and dance.

How can teachers promote positive cross-cultural attitudes and behaviors among students:

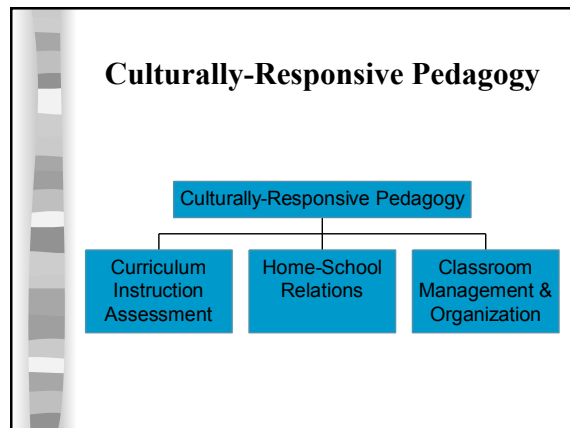


Becoming bicultural is as important as becoming bilingual, and it has to be actively fostered; it doesn't happen on its own. By having cross-cultural objectives in each lesson and unit, teachers ensure that they are paying adequate attention to this important goal of the program.

Elise Trumbull
California State, Northridge
Culturally-Responsive Pedagogy

Cautions about Generalizations

- Individuals vary
- Many people multi-ethnic/multi-racial
- Cultures change



- **Culturally-responsive pedagogy:** Instructional practice... designed with learners' cultural **values, knowledge, and ways of learning** taken into account and that empowers students to succeed...

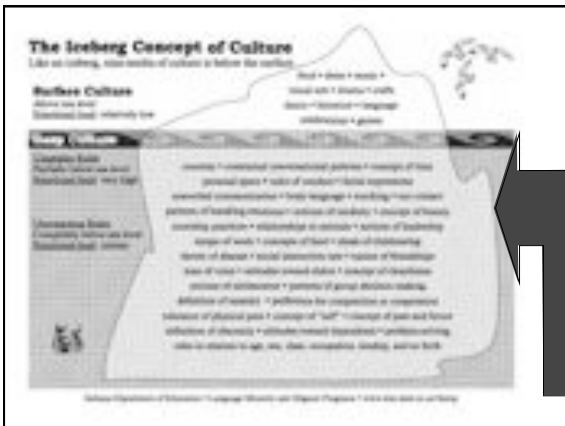
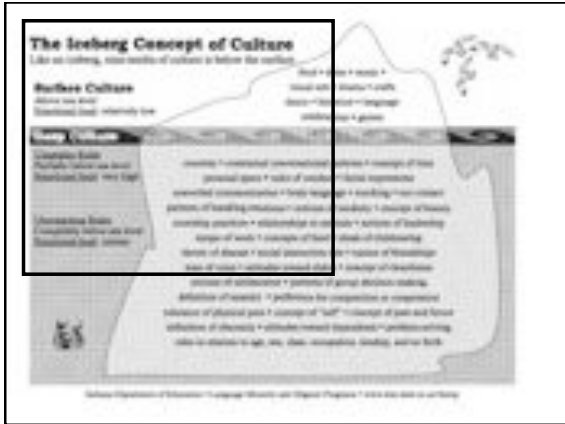
Trumbull & Pacheco, 2005, Vol.1, p. 85

Classroom Management, Organization and Culture

- Desks and tables
- Materials sharing
- Social relationships (teacher-student; student-student)
- Use of time
- Discipline
- Home-school-community connections

Instruction and Classroom Materials

- Culturally-Responsive Themes That Empower Children and Families (*Funds of Knowledge*)
- Classroom Materials:
 - Fiction and Non-Fiction Used for Language Arts in Both Languages That Reflect Children's Cultures and Life Experiences
 - Classroom Library
 - Dual Language Take Home Books to Promote Language, Literacy and Content Learning



Deep Culture

- Importance of time
- Values; Norms of behavior
- Non-verbal communication
- Body language, touching
- Ideas about friendship
- Attitudes towards elders
- Perspectives on life
- Understanding of the natural world
- Concept of self
- The importance of work
- Concepts of beauty
- Concept of personal space
- Concepts of food
- Relationship to animals
- Preference for competition or cooperation

Rosenblatt's Transactional Theory

The reader is necessary third party in the relationship that constitutes the literary work.

Kinds of Books to Have in the Classroom Library


- Books with themes that tap background knowledge and life experience and match age-level interests
- Books that students can enjoy with their families
- Books that invite talk and reader response

Dual Language Identity Texts

Premises:

- English language learners' cultural knowledge and language abilities in their home language are important resources in enabling academic engagement; and
- English language learners will engage academically to the extent that instruction affirms their identities and enables them to invest their identities in learning.

Identity texts: products, which can be written, spoken, visual, musical, dramatic, or multimodal combinations; positive statements that students make about themselves.



Educational Leadership (September 2005). Affirming Identity in Multilingual Classrooms. Jim Cummins, Vicki Bismilla, Patricia Chow, Sarah Cohen, Frances Giampapa, Lisa Leoni, Perminder Sandhu, and Padma Sastry

EMPOWERMENT: Use Authors & Illustrators From Learner's Cultural Communities

Help students see themselves as writers and illustrators as they work on their own stories, poems, and books.

Annotated Bibliography

Promoting Cross-Cultural Learning Through Children's Literature and Texts.
 Nancy Cloud, Ed. D.
 Columbia University, M.Ed.
 M.Ed. in TESOL Program, Middle Island College

Single Language Versions

The Secret Garden by Frances Hodgson Burnett. 1911. Reprinted by the Random House. New York. Signet Classics Edition. (Random House).
 English: ISBN 0-7432-9717-0 Spanish: ISBN 0-7432-9718-8
 Language: English, Spanish
 Genre: Children's Fiction
 Illustrations: None
 Annotations: This book is a classic of children's literature. It tells the story of a young girl who discovers a secret garden and grows up. The book is written in a simple, clear style that is easy to read. It is a good example of how to write for children.

Dual Language Versions

Copy of an original Copy and Me Friends. Author: Lisa Lee (Chinese, biological). Penguin Publishing Group, Inc. ISBN: 9780735214022
 Language: English, Spanish
 Genre: Children's Fiction
 Illustrations: None
 Annotations: This book is a classic of children's literature. It tells the story of a young girl who discovers a secret garden and grows up. The book is written in a simple, clear style that is easy to read. It is a good example of how to write for children.

Annotations

Annotations are short paragraphs that provide information about a source. They are used to help readers understand the source and its value. Annotations should include the author, title, date, and a brief summary of the content. They should also include any relevant information about the source's credibility and bias.

Annotations

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www.ritell.org

Categories in the Booklist

Two Sections: Literature and Informational Text, each organized according to:

- Single Language Versions
- Dual Language Versions
- English with Native Language Interspersed in the Text
- English with Code Switching
- English Only but with Rich Cultural Connections

www.ritell.org

Important Considerations:

- Age appropriateness and relevancy of the themes for the age of the learner (high interest, appropriate readability, range and rigor)**
- Cultural appropriateness and relevancy (books that feature language minorities/immigrants or themes related to their experiences including perspectives, histories, and contributions; books that reflect linguistic diversity)**
- Genre appropriateness, text demands and relevancy (how demanding is the genre based on the proficiency of the learner—personal, factual, analytic text; amount of metaphorical language; register; idiomatic speech)**
- Authenticity**
- Proficiency demands (Which levels could handle the books as instructional, independent text?)**

Things to Notice:

- Author and Illustrator and their Backgrounds —Connection to Your Learners?
- Awards
- Artwork
- Length
- Type of text (chapter book, picture book, etc.)
- Potential uses as a mentor text
- Potential uses for promoting wide reading
- Potential bridges to encouraging literacy at home

Cultures in Sampling

- **Cuban**
- Cuban Americans in Florida
- **Dominican**
- **Haitian**
- **Puerto Rican**
- Nuyorican
- Trinidadian
- All-Caribbean
- Multiple Latino Cultures, including Caribbean



Genre in Sampling

- Fiction
- Realistic Fiction
- Folktales, Fables
- Myths and Legends
- Short Stories
- Poetry
- Comedy/Humor
- Informational Texts
- Biographies

Authors

- | | |
|----------------------|------------------------|
| Dominican | Haitian |
| • Julia Alvarez | • Ghyslaine Rochelin |
| • Elizabeth Balaguer | • Denize Lauture |
| Cuban | • Edwidge Danticat |
| • Lulu Delacre | • Jeanine Agnant |
| • D.H. Figueredo | Puerto Rican |
| • Lucia Gonzalez | • Mrinali Alvarez |
| • Mayra Dole | • Nicholasa Mohr |
| • Alfonso Silva Lee | • Carmen Bernier-Grand |
| • Mario Picayo | • Marisa Montes |
| Trinidadian | |
| • Lynn Joseph | |

Illustrators

- Enrique Sanchez
- Rudy Gutierrez
- Lulu Delacre
- Tonel
- Ruddy Núñez
- Olivieri Bertoni
- Joe Cepeda
- Alix Delinois
- Alexandra Barbot
- Earleen Griswold (N.American)



FORMATS: Audio-books; Reading Rainbow

- The Color of My Words/El color de mis palabras
- How tía Lola came to (visit) stay/ De como tía Lola vino (de visita) a quedarse
- Pye-Kokoye-an/The Coconut Tree
- The Storyteller's Candle/La velita de los cuentos
- My Little Island (Reading Rainbow)



Notice Also that Many Books are In e-Book/Kindle Format

Notice Awards and Prizes

- Gold Medal, Society of Illustrators**
- 2009 Pura Belpré Award Honor for Narratives**
- Jane Addams Children's Book Award**
- Children's Book of the Year, Library of Congress**
- Robert F. Sibert Informational Medal by ALA**
- 2005 Texas Bluebonnet Award**
- Américas Award Book**
- New Voices Award**
- ALA Notable Book**


We Provide Reading Levels for All Books but also Consider:

- Student's Interest
- Background Knowledge
- Supports Provided
- Complexity of ideas





Use Reader Response to Judge Student's Response to the Text

Difficulty Level of the Text
Emotional Response to the Text
Cultural Appropriateness of the Text




Children's Literature



Single or Dual Language Version?

Single Language Version



5.5, 840 Lexile, Dominican

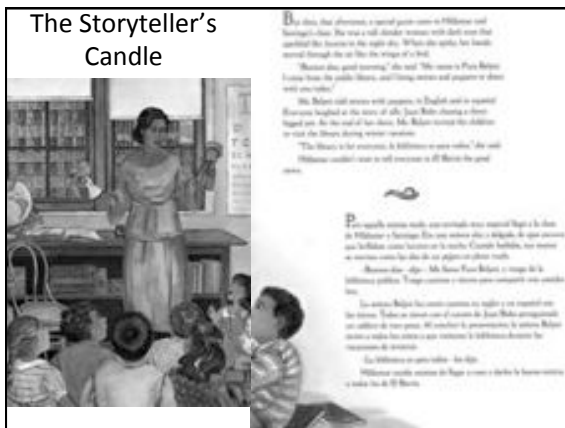
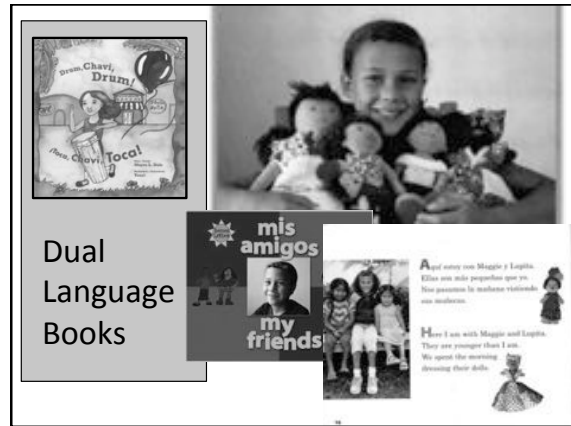
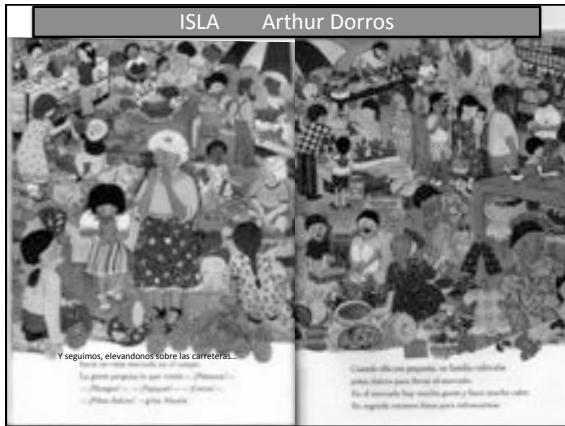
ADVANTAGE: Keep focus on one language at a time
Other language can be read as back up to confirm and extend comprehension

Notice direction of translation, quality of translation

ISLA Arthur Dorros



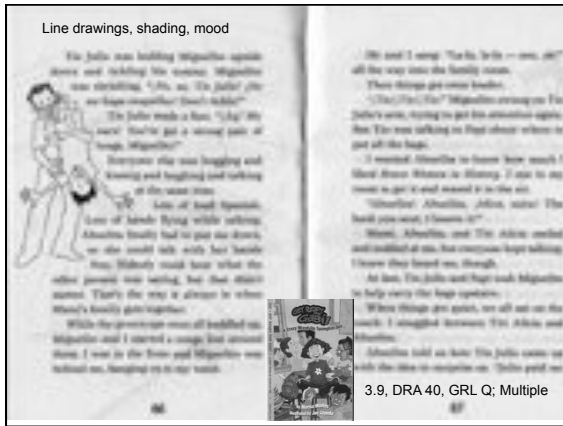
Choose the Most Natural, Authentic Language



If Dual Language Version: Does It Reflect an Equal Status of Both Languages/Cultures?

- Location of Spanish and English on page
 - Top/bottom
 - Left/right
- Which comes first?
- Which culture is reflected in the characters, events, settings?
- What about the art/illustrations?
- Is bilingualism valued?
- Is the bilingual/bicultural experience reflected?





TEACHING CHILDREN'S LITERATURE IT'S CRITICAL!

2012 Routledge

Why Use Children's Literature?

- a. How books reflect and communicate culture
- b. How illustrations communicate culture
- c. Why focus on Caribbean cultures?

How do Books Reflect and Communicate Culture?
How can teachers promote positive cross-cultural attitudes and behaviors among students?

- Children's literature is another avenue for exploring cultural meanings and perspectives. Teachers help students understand each others' lives when they choose materials that represent diverse perspectives and experiences and encourage students to discuss differences, looking at not just the story's surface features—its events, setting, and characters—but also its deeper values.....
- Using this kind of literature validates the experiences of some students while it opens the eyes of other students to the lives of their classmates.

Books With Rich Cultural Connections:

A book about a boy who doesn't want to leave his home in the Dominican Republic to move to New York City where his father gets a new job. He struggles with differences in culture, climate, language and loneliness. A shell his uncle gave to him helps him get through the time by thinking of favorite memories from home

El regalo mágico

- Reflection of valued traditions
- Experiences that trigger talking and promote storytelling
- Use of children and places they
- That capture feelings and emotions
- Which illustrate safety and security; family; promote closeness among children and caregivers

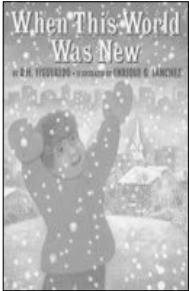
Books That Promote Cross-Cultural Understanding and Appreciation Among Children and Families who Attend Your Program

Books Reflect the Lives of Bilingual, Bicultural Children


Books that Reflect:

- The value of bilingualism and biliteracy
- The joy and richness of bicultural lives
- The importance of children's and family member's names/titles
- Children's Identities (cultural and linguistic)
- Common family activities
- Essential relationships

Books connect to families and communities

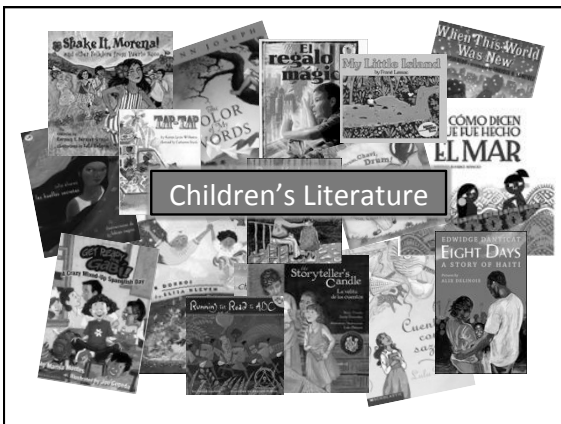


- Books that reflect children’s daily lives and experiences
- Books that show the importance of extended family relationships in children’s lives
- Books that tell the story of migration/immigration

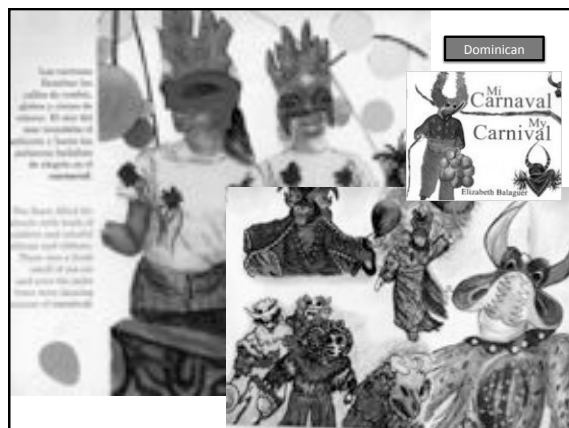
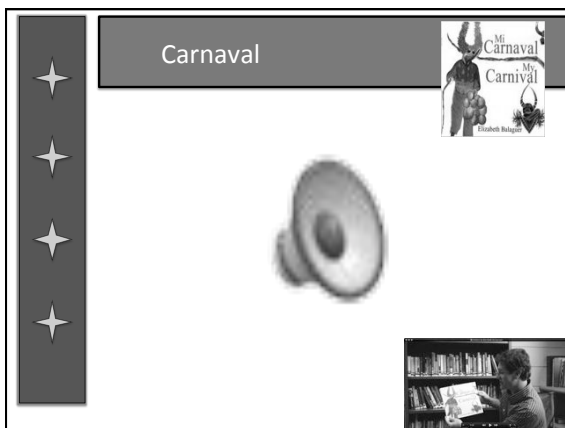
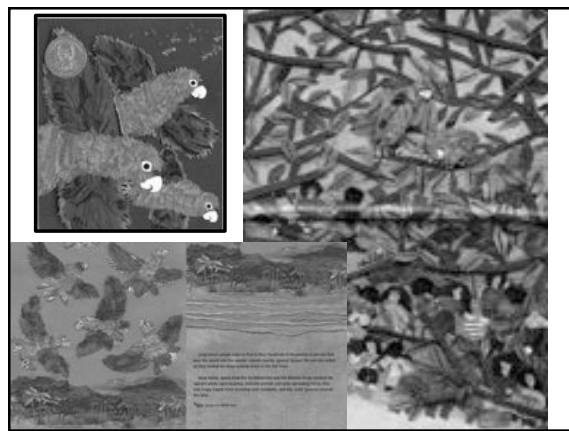
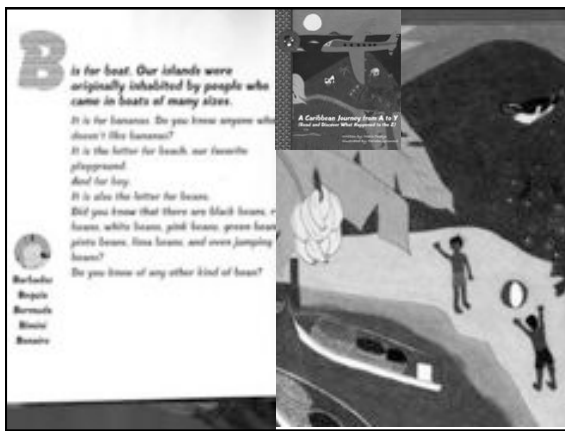
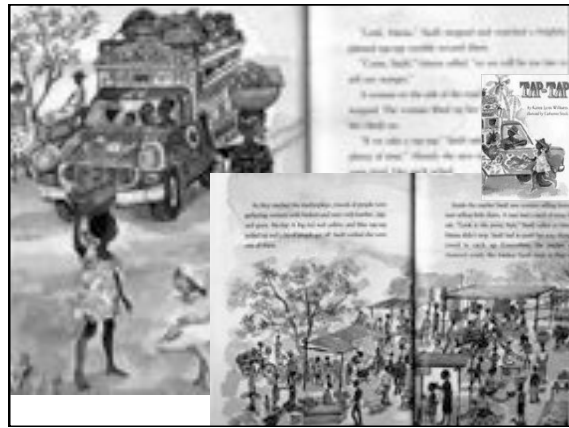
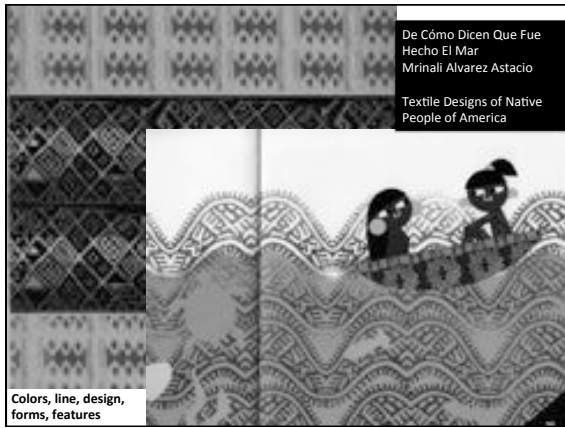



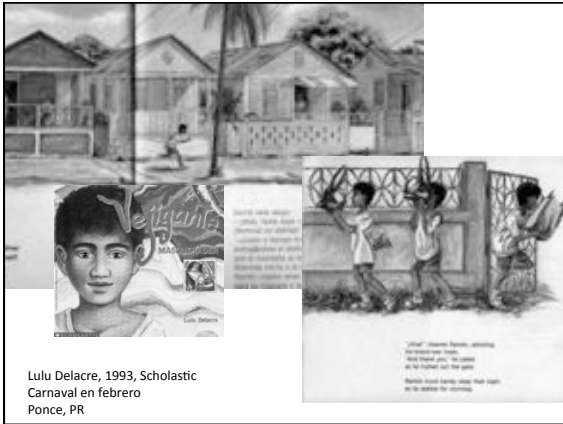

Provide Plenty Of Bilingual Books and Books in the L1 For Parents

- Send books home for the students to read alone or with family members (including recorded books)
- Use high quality books that are originally written in the home language; not translations
- Use books that invite story telling in any language (simple picture books; books with photographs)
- Purchase many dual language and L1 books for the school library and encourage students and families to use L1 collections in community libraries.



How Illustrations Communicate Culture

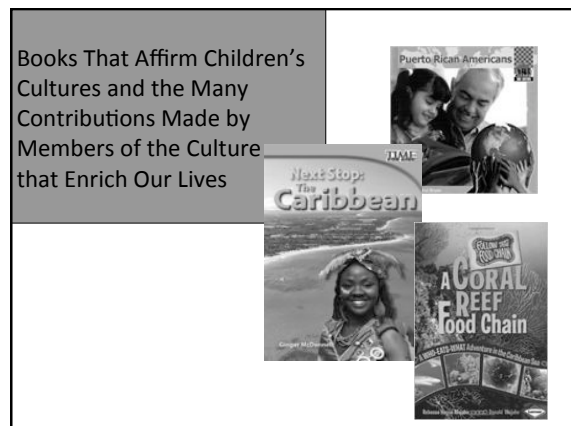
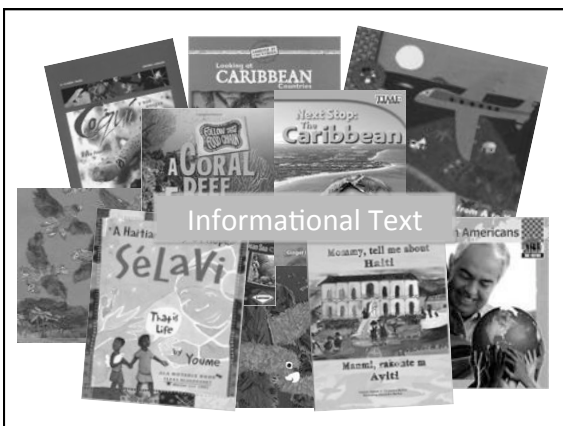


Why focus on Caribbean cultures?

- East coast latino population largely from the Caribbean
- To demonstrate the diversity within the Spanish-speaking world
- To show different varieties of Spanish
- To show different cultural traditions, history, geography

Why Use Culturally-Responsive Themes?

Culturally Responsive Themes:

- Fantasy, Magic and the Supernatural
- Communities and Ways of Life
- Extended Families/Family Life
- Childhood/Growing Up (Games)
- Immigration, Migration
- Change, Learning English, Making Friends
- Memories from Home
- Indigenous Peoples of the Caribbean
- Street Festivals, Carnivals, Celebrations & Cultural Traditions

Culturally Responsive Themes:


- Seasons/Weather/Climate
- Cooking/Nutrition/Foods
- Music, Musical Instruments, Songs
- Native plants and animals; Rain Forest; Wildlife Protection; Biodiversity; Food chains
- Island Life (transportation, occupations, markets, Plazas, daily life)
- History, Geography, Famous People, Cultures
- Beaches; Beach Life/Activities
- Natural Disasters: Earthquakes/Hurricanes



- Books that teach concepts while using culturally-familiar content

How to Plan Standards-Based Lessons that Meet Dual Language Program Objectives While Keeping Cross-Cultural Learning Front and Center

Use Culturally-Responsive Literature for:



Read Aloud
Shared Reading
Guided Reading
Self-Selected or Silent
Sustained Reading
Independent Reading

Don't Forget Books on Tape!

English/Spanish Language Arts




Easy to infuse in quality children's literature, while.....

College & Career Ready
Learners and Leaders

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Fostering Language Development:

- Naming and labeling
- Describing and explaining
- Asking and answering questions
- Telling and retelling stories




Promoting Talk About Favorite Books Among Children

CCSS SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.



- Naming and labeling
- Describing and explaining
- Asking and answering questions
- Telling and retelling stories




- Naming and labeling
- Describing and explaining
- Asking and answering questions

Common Core State Standards:
Reading Literature


- CCSS3.RL.7: Integration of Knowledge and Ideas.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

La Vieja Belén is a legendary figure that only exists in the Dominican Republic. She comes on the Sunday after the Three Kings (January 6), bringing a simple gift only to poor children.



CCSS.RL.5.2: Key Ideas and Details
 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Corresponding college and Career Readiness Anchor Standard
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCSS3.L.3: Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

The Color of My Words

Which language version is stronger?

UN DOMINGO

*Un domingo soplo una tormenta
 con olas verde oro
 tocando el cielo,
 y doblando los cocoteros, haciéndolos
 bailar con malos fantasmas
 que murmuraban mentiras.*

*Y la lluvia, fuerte y blanca
 pintaba palabras en la arena
 que cambiaron mi vida.
 Ni estrellas, ni luna,
 ni canciones, ni cuentos
 para hallarme y esconderme
 ni hermanos ni hermanas
 ni mamá ni papá
 para abrazarme y calmarme.*

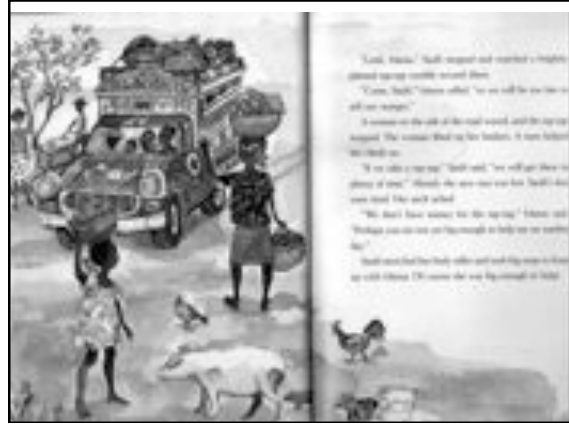
ONE SUNDAY

*One Sunday, a storm blew in
 with green-gold waves
 touching the sky
 and coconut trees flinging about
 dancing with ghost clouds
 whispering lies.*

*And the rain—sharp and white
 painting words on the sand
 that change my life.
 No stars, no moon,
 no songs, or stories
 to find me and hide me.
 No brothers or sister
 or Miami or Dapá
 To hold me and calm me*

Ana Rosa learns she has another father. She feels alone, but then realizes that she can decide who her real family is.

CCSS3.RL.2. Key Ideas and Details
 Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.



Teacher's Guides Linked to CCSS

LEA & LOW BOOKS *The Storyteller's Candle* Teacher's Guide

LEA & LOW BOOKS *The Storyteller's Candle* Teacher's Guide

Reading Level: Grades 3-4
Lexile Level: Grades 3-4
Guided Reading Level: C
Accelerated Reader: Level/Points: 330/5
Lexia: Level: 720

Themes: Culture, Reading, Storytelling, Education, Migration, Friendship, Immigration/Immigrant Experience, United States History, Biography (Historical Fiction), Latin Interest

Synopsis: The winter of 1922 feels especially cold to create Hilarner and Santiago—they arrived in New York City from warm, sunny Puerto Rico only months before. Their island home back will be very missed, especially with Three Kings Day nearly approaching. But then a magical thing happens. A visitor appears in their class, a gifted storyteller and dancer by the name of Pure Delgado. She opens the children's eyes to the public library and its potential to be the living, breathing heart of the community. The library, after all, belongs to everyone—whether you speak Spanish, English, or both.

Hilarner and Santiago spread the news that Spanish is spoken at the New York Public Library, much to the healthy surprise. Pure Delgado, the librarian, welcomes the newcomers to the story room with a traditional tale from Puerto Rico about Martin, a Spanish conquistador, and Martín Chambi, a mouse. The Santería story and Spanish books on the library shelves comfort the children and their families.

The story concludes that there will be a reader and story to celebrate Three Kings Day on January 5. The community comes together to create the music, costumes, and steps. Pure Delgado concludes the story: like the clock with all of her stories, by having the children blow out the storyteller's candle so their wishes will come true.

ELL Teaching Activities

ELL Teaching Activities

ELL Teaching Activities

Promoting Writing in L1 and L2


- Allow children to make lists of words they may need before writing (in groups)
- Be sure to have words and sentence strips in the room or key words & story patterns in pocket charts to support writing

Possible Writing Activities


- Start with a photograph or student drawing about a part of the book
- Encourage children to write about their pictures
- Cross-lingual spelling and sentence structure is to be expected
- Encourage prequels and sequels for the story for more proficient writers
- Use books as models/mentor texts for parallel stories
- Invite reader response
- Allow children to share their writing from the authors' chair.
- Give children focused feedback about their writing to help them grow as writers

WRITING IDEAS:

- Musical Instruments
- Housing
- Clothing
- Landscapes/Topography
- Disasters
- Flora and Fauna
- Fishing



- Use texts as mentor texts
- Teach ideas, organization, word choice, voice, sentence fluency and conventions (6 + 1 traits)
- Work on one trait at a time
- Work on graphical elements that compliment the writing
- Write for real audiences

- Consider ways of using the two languages in the same text (identity texts)
- Capture stories from their bilingual/bicultural lives; cultural treasures from their families and communities (rhymes, games, folktales, legends)



When This World Was New
Un mundo nuevo

D.H. Figueredo, Lee & Low Publishers

Language	 <p><i>Major Learning Objectives</i></p>
Literacy	
Content	

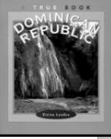
Tie to CCSS ELA Standards

RI.2.1 Reading Informational Text

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RI.8.2 Reading Informational Text

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text



Understanding of key details in a text; Supporting ideas


The Cibao Valley in the north is the Dominican Republic's largest and most important valley. It includes the Vega Real (Royal Plain), which is sometimes called the Garden of the Caribbean. Its rich soil makes this plain one of the country's most fertile spots. Various fruits, vegetables, and sugarcane are grown there. The Vega Real also has excellent grazing pastures.

During the months of August and September, the island experiences occasional tropical weather systems. In 1928, Hurricane Georges struck the island, killing more than two hundred people.

Younger mountain peaks

A stormy day at the island

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas




Los huracanes

Tie to Next Generation Science Standards (Disciplinary Core Ideas)

- Gr. 3-ESS2.1** Scientists record patterns of the weather across different times and areas so they can make predictions about what kind of weather might happen next.
- MS-ESS2.D** Weather and Climate.

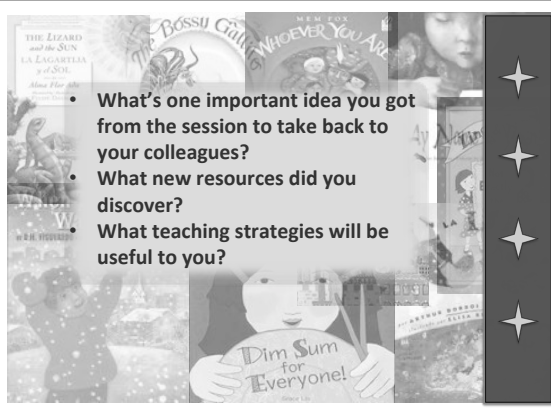
Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.




Promote biculturalism cross-cultural learning; multiculturalism

Tap into children's cultural funds of knowledge; build new funds of knowledge

Keep cross-cultural learning front and center



- What's one important idea you got from the session to take back to your colleagues?
- What new resources did you discover?
- What teaching strategies will be useful to you?

Thank You!
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