Dual Language Institute

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Dual
Language
Toolkit

The following Dual Language Toolkit contains strategies, examples, and sample lesson plans that you can incorporate in your classroom.

What are the benefits of participating in a Dual Language program?

Bilingualism leads to important cognitive development. Learning more than one language early in life strengthens children's executive function skills (e.g., attention and effective multitasking, inhibitory control), metacognition (i.e., reflection on thought processes), learning capacity (for other languages, as well as other concepts and skills), and the ability to understand other perspectives. These effects are lifelong. Some research also suggests that bilingualism delays the onset of dementia.

Bilingualism produces social and cultural competence. Being bilingual helps children interact seamlessly with a wider range of people, as language ability grants unique access to cultural fluency. Thus, children can be "citizens of the world" who are more understanding and tolerant of other perspectives. On a more intimate level, they can also maintain stronger family and community ties, which are crucial to healthy development.

Bilingualism can lead to economic benefits. Experts emphasize that there are important and wide-ranging economic benefits to bilingualism. People who are bilingual are in higher demand on the job market, and not only for their language skills; bilingual people often have stronger interpersonal and self-regulation skills, which are needed in the workplace.

Bilingualism leads to high academic achievement in two languages. Overwhelming data continues to point to Dual Language Immersions as the most effective instructional model to close the achievement gap for English learners and English speakers based on long-term standardized assessments. More English does not mean better results in English reading or writing, for either native English Speakers and native Spanish Speakers. Test results show that most dual language schools outperform other demographically similar schools, in the state and local school district.

In a monolingual setting, literacy instruction usually focuses on reading during the language arts period. In a Dual Language setting, biliteracy is the focus. Biliteracy consists of the idea that bilingual learners use reading, writing, listening and speaking in two languages, throughout their instructional day. In order to attain the goal of being bilingual and biliterate, students need to learn to read, write, listen, and speak in al content areas throughout the day in order to reach ELD (English-language development) standards and SLD (Spanish-language development). The teacher's objective is to integrate content, literacy, and language instruction with reading, oral language and writing within a wide range of purposes in two languages.

How do you teach for Biliteracy?

According to Beeman & Urow (2013), "teaching for biliteracy has three parts: Spanish (or one of the two languages), instruction, the Bridge (both languages side by side), and English instruction." Bridging is the golden moment in which teachers help students connect what they have learned in a content area in one language with another language. In the earlier stages of language development, teachers must be intentional about creating these moments for bridging. In later stages of language development, students begin to make these connections on their own.

Considerations When Planning for Biliteracy:

- Will students be provided with an opportunity to read and write every day in both languages of instruction?
- Will students be engaged in meaningful and purposeful literacy activities in both languages?
- Will students be held accountable for learning in the target language?
- How will Bridging take place within the lessons so that students can connect one language with another?

Glossary of Terms Related to Dual Language/TWI

50/50: An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.

90/10: An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

Academic Language: The knowledge, skills, and cultural proficiencies needed to succeed in an academic program.

Additive bilingualism: A language program that enables students to add a second language to their first, whether they are language minority or language majority students, and demonstrate higher levels of language proficiency, achievement, and self-concept.

Bicultural: Identifying with the cultures of two different ethnic, national, or language groups. To be bicultural is not necessarily the same as being bilingual; you can even identify with two different language groups without being bilingual.

Bilingual Education: An educational program in which two languages are used to provide content matter instruction. Bilingual education programs vary in their length of time, and in the amount each language is used.

Biliteracy: The ability to read and write proficiently in two languages. Usually a biliterate has knowledge and skill to read and write in one's home language and in a second language.

Bridging: Making intentional cross—linguistic connections.

Code-switching: Use by a bilingual person of both languages in conversation, usually in a social context where the mixing of languages is appropriate.

Cognates: Words in different languages related to the same root, e.g. *education* (English) and *educación* (Spanish) and have similar meanings, spellings, and pronunciations.

Contrastive analysis: the process in which bilinguals compare and contrast specific areas of their languages.

Cross-linguistic transfer: Application of a skill or concept learned in one language to a second language.

Developmental Bilingual: A dual language program in which students are primarily native speakers of the partner language.

Dominant Language: The dominant language is the language with which a bilingual or multilingual speaker has greatest proficiency and/or uses more often.

Dual Immersion: Used synonymously with dual language, particularly in the Southwestern and Western United States.

Dual Language Immersion: Used synonymously with dual language.

Dual Language: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). CAL and other institutions use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

Early Exit Program: See transitional bilingual education.

Emergent Bilingual: This term is used to reject the deficit-oriented terminology of ELLs and refers to an ELLs' potential in developing their bilingualism. Their bilingualism is recognized as a potential resource, both cognitively and socially, instead of as a deficit.

English Immersion: A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

Foreign Language Experience/Exploratory (FLEX): A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students in Grades K-8 to one or more languages and cultures. Goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

Foreign Language Immersion: A dual language program in which students are primarily native English speakers learning a foreign language.

Foreign Language In The Elementary School (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content.

Foreign Language: In the U.S., a language other than English. See also world language.

Full Immersion: See 90/10. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Heritage Language Immersion: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.

Heritage Language Program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

Language Allocation: Percentage of the instructional day spent in each language in a bilingual or dual-language program.

Language Minority: Refers to students from a home in which the family speaks a language other than English

Language Majority: Refers to students from a home in which the family primarily speaks English

Late Exit Program: A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.

Maintenance Bilingual: Provide students with concurrent instruction in English and their primary language throughout their elementary-school years—typically pre-kindergarten through sixth grade—with the goal of developing English fluency and academic literacy in both languages. (Both transitional and maintenance programs include instructional strategies associated with English as a second language).

Metalinguistic awareness: The understanding of how language works and how it changes and adapts in different circumstances.

Metacultural awareness: The understanding of all the universal concepts that are present in all cultures.

Multicultural education: Refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds.

Newcomer Program: A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels.

One-way Immersion: Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).

Partial Immersion: See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Partner Language: Alternative term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are "targets" for developing proficiency.

Seal of Biliteracy: The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

Sequential bilingual learner: Student who has developed one language and is learning a second language.

Simultaneous bilingual learner: Student who has been learning two languages since birth.

Side-by-Side Model: A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

Spanish for Native Speakers Program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers.

Subtractive bilingualism: Program which requires language minority students to learn English as quickly as possible and supplant their native language, which is not at all or only minimally developed in the program, typically resulting in lower levels of language proficiency, achievement and self-concept.

Target Language: The language other than English that is used for instruction. See partner language.

Transitional Bilingual Education: A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for several years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

Two-way Bilingual Immersion: Less common term for two-way immersion.

Two-way Immersion (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population, with the goal of developing bilingual fluency

World Language: Increasingly common term for foreign language.

Comparison of Initial Literacy Development between Spanish and English

Spanish	Literacy Element	English
Understanding how to chunk words into syllables is the most important skill in Spanish emergent literacy and it is the strongest predictor of long- term reading success in Spanish.	**Syllables**	The role of syllabification in English is not as strong as in Spanish and it is emphasized later – at around 3rdgrade.
The building blocks of Spanish literacy begin with the vowels and then move to consonants to form syllables. Understanding that there are strong vowels (a-e-o) and weak vowels (i-u) determines separation of words into syllables, accent rules, and impacts comprehension.	**Vowels and Consonants**	The building blocks of English literacy are the names and sounds of each letter.
Letter names are not taught in Spanish initially as they can confuse students (*la "ese" for "s"* sounds as though it is the "*e*" and not the "*s*"). Names of letters are learned formally once students have learned the letter sounds and can form syllables.	**Alphabet and Initial Sound**	Knowing initial letter names and sounds are predictors of reading success in English. This is such an important skill that students are taught and tested over time for mastery.
Phonological awareness occurs through writing, not through oral language development. In Spanish, if you can say it, you can write it (though not necessarily understand), because of the tight relationship between sound and symbol. Word families in Spanish include words whose ending changes as in *flor – florería – and florero*.	**Rhyming and Word Families**	Understanding and developing onset and rime is fundamental in English to be able to decode and understand the relationship between sound and symbol as it appears at the beginning of the words (c-at; f-at, s-at). This skill is learned and taught orally.
The concept of the accent is very important in Spanish, not only as it relates to writing and spelling (the orthographic accent as in *papá*) but also the diacritic accent (*mí vs. mi*) as well as the prosodic accent. Understanding how vowels and syllables are formed is fundamental to being able to read with fluency and to use accents correctly in Spanish.	**Accents**	In English, the concept of the accent is phonological (oral emphasis on a sound), but not captured in writing, as in understanding the difference between import and import.

The need for sight words is different since all words can be decoded. A list of words that are challenging to write, and that match the word walls could be effective, but they may need to be different words than those used in English.	**Sight Words**	This is a list of words that cannot be decoded and do not follow regular rules. The list must therefore be memorized.
Because it is transparent and regular, the *dictado* is used to teach spelling along with punctuation and other grammar skills. Lists are not needed and may be limiting.	**Spelling**	Because it is opaque and irregular, spelling is taught through lists of words that correspond to letter patterns. (27 letters in Spanish produce 24 phonemes, whereas in English, 26 letters produce 40-56 phonemes).

Language Transfer Issues: Spanish - English

GRAMMAR POINT	TYPE OF TRANSFER ERROR IN ENGLISH	CAUSE OF TRANSFER or TRANSFER DIFFICULTY
Possessive forms	Avoidance of 's to describe possession. *The children of my sister* instead of *my sister's children*	The use of a preposition reflects the more common structure in the primary language.
Articles	Omission of articles in certain contexts such as to identify profession. *He is teacher*	The article is not used in Spanish in this context.
Pronouns	Use of pronouns with inappropriate gender. *He is my sister* Use of inappropriate gender, particularly with neuter nouns. *The house is big. She is beautiful.*	In Spanish , subject pronouns are dropped in everyday speech and the verb conveys third-person agreement. Inanimate nouns have feminine and masculine gender in the primary language.
Pronoun one	Omission of the pronoun *one*. *I saw two nice cars, and I like the small.*	Adjectives can be used on their own primary language, whereas English often requires a noun or one.
Adjectives	Avoidance of -er and -est endings. *I am more old than my brother*	Comparative and superlative are usually formed with separate words in the primary language, the equivalent of more and most in English.
Verbs	Confusion of present form and simple past of regular verbs. *I give it to him yesterday*	Speakers of the L1 have difficulty recognizing that a vowel shift in the middle of the verb, is sufficient to produce a change of tense in irregular verbs.
In negative statements	Omission of helping verbs in negative statements. *I no understand.*	Helping verbs are not used in negative statements in the primary language.
Past continuous	Use of past continuous for recurring actions in the past. *When I was young, I was studying a lot.*	In the L1, the past continuous form can be used in contexts in which English uses the expression used to or the simple past.
Phrasal verbs	Confusion of related phrasal verbs. *I look after the word in the dictionary* instead of *I look up the word in the dictionary*	Phrasal verbs do not exist in the primary language. There is often confusion over their meaning in English.
To have versus to be	Use of *to have* instead of *to be*. *I have hunger* *I have right*	Some Spanish constructions use *have* where English uses a form of *to be*

Word Walls in Spanish

A Word Wall should be ongoing; displaying key words that serve as a visual reference for students throughout a unit of study or term. The Word Wall should be easily manipulated by students, created and used by them with the teacher taking into consideration their instructional and linguistic needs. In a Dual Language classroom, Word Walls serve multiple linguistic purposes and they should not look like Word Walls in English because each language works differently. Their goal is to support the teaching of key words and subject-specific terminology, assist in creating independence in reading and writing in Spanish, provide visual clues and reference for language learners, and begin to understand how the language works.

PRIMARY GRADES
Kindergarten
Separate word walls for Spanish and English
Demonstrate how to join syllables together to make words (*pa+to=pato; ma+lo=malo*)
Student generated words that contain syllable patterns (sa – sabana, saber, salir, saltar, mariposa, venenosa)
Word walls with articles (*la rana, el libro, el reloj*)
Words with the B versus words with V (burro, vaca)
First Grade (Build on and use kinder word walls)
High frequency words that are frequently misspelled (*Boi=voy, llo=yo, bamos=vamos; sena=cena, etc*)
Words that have the same sound but different letters: • C (cine), S (sonido), Z (zapato) • Q (queso), C (casa)
Words that begin with the silent H
Words with the B versus words with V (burro, vaca)
Word families: *pan, panadero, panadería, pez, pescado, pescador*
High frequency words that need accents/tildes/dieresis: papá, mañana, piña, bilingüe
Second Grade (Build on and use 1st grade word walls)
Contractions: *a + el: al; de + el: del*
Common blends: *fr= frío; fl= flor, pl=plato*
How accents cause words to change meanings: el *papa, papa, la papa, hablo/habló*
Frequently used words in writing: favorito; familia; hermanos
Gender agreement

INTERMEDIATE GRADES
Third Grade (Build on and use 2nd grade structures)
Homophones (*ola/hola; a ver/haber; hacer/ a ser*)
Rules for B/V; Rules for LL and Y; Rules for Accent Marks – most common; Rules for H
Examples of high utility words that are frequently misspelled
Word Families: *Flor – florero-florería Libro-librería - librero*
Notation devices 3-2-03 in English is the 2nd of March, in Spanish it is the 3rd of February
Words that add a letter in Spanish but otherwise are the same (*problema* problem*; justicia,* justice*, etc.*)
Contrast English and Spanish (In Spanish we_____, but in English we _____) days of week, months of year, etc.
How it sounds / how it's spelled (*it=eat; moll=mall*) Syntax – Word Order
Fourth Grade (Build on and use previous structures)
Compound words – *cumpleaños; rascacielos; quemacoco; tocadiscos, paracaídas*
Color coded words that are spelled the same in Spanish and English but pronounced differently (*idea, natural,*)
Fifth and Up (Build on and use previous structures)
Attention to cognates in technical vocabulary
Study of morphology (prefixes, suffixes, etc.)
Contrasting English and Spanish Punctuation; Syntax; Notation devices
Attention to similarities between the two languages
Spanish in the U.S.: Anchor Charts that capture Informal and Formal Spanish; Regionalisms, etc.
Spanish in the U.S. charts can start in Kinder.

Adapted from Escamilla, K. (1999). Teaching literacy in Spanish. In R. D. V. J. T. (Eds.) (Ed.) *The power of two languages 2000* (pp. 126-141). New York: Macmillan/McGraw-Hill.

The Discovery and Colonization of Puerto Rico
Lesson Plan sample

This lesson is based on the World Heritage List nomination file for the historic fortifications of San Juan and the National Park Service handbook, The Forts of Old San Juan. It was written by Rosanna Weltzin and other members of the staff of San Juan National Historic Site. The lesson was edited by the Teaching with Historic Places staff. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

Objective: Students will develop a deeper understanding of the impact of the New World discovered on the Indian Tribes of the Americas.

Standards:
LANGUAGE ARTS:
- RL5.2 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.
- RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI5.10 By the end of the year, read and comprehend informational texts, including history/social
- studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- RF5.4ª Read on-level text with purpose and understanding.
- RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on
- successive readings.
- RF5.3.3c **Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras al nivel de grado aplicando un análisis sistemático: 1. Cuentan el número de sílabas. 2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima). 3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula, sobreesdrújula). 4. Determinan el sonido o la letra en que termina la palabra (vocal, consonante, /n/ o /s/). 5. Escriben el acento ortográfico si es necesario. 6. Justifican la acentuación de palabras de acuerdo a las reglas ortográficas.**

W5.1ª Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Common Core en Español Standards

SOCIAL STUDIES:
- 5.H.1.H Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears, and leadership).
- 5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.

Objectives for students

1. Become familiar with the Arawak culture present in the Caribbean prior to the Encounter.
2. Learn Arawak vocabulary words, some of which are a part of English today.
3. Identify cognates to make cross lingusistic connections between English/ Spanish and acquire higher academic language.
4. Discuss the positive and negative consequences of "discovery."
5. Compare and contrast their daily lives with Guanín's.
6. Practice correct Spanish accentuation, intonation and fluency by reading an authentic poem about the topic.
7. Discuss the use of symbols as communication.
8. Discuss the concept of beauty within all the cultures represented in the classroom.
9. Create a "guanín" medallion using Taíno symbols.
10. Write a continuation of the story incorporating Arawak vocabulary.

BRIDGING

RF5.3.3c

Cultural Competence

Essential Question (s):

- ¿Cómo puedo usar un mapa contextual para explicar las aportaciones de Puerto Rico a la historia y desarrollo de los pueblos del Caribe?
- ¿Qué puedo aprender sobre la cultura de los grupos indígenas oriundos de Puerto Rico?
- ¿Cuáles son algunas características de la cultura taína que podemos transpolar al mundo actual?

Materials for students
The materials listed below either can be used directly on the computer or can be printed out, photocopied, and distributed to students. The maps and images appear twice: in a low-resolution version with associated questions and alone in a larger,

high-quality version.

1) <u>two maps</u> of San Juan Island.

2) [one reading and one poem](#) on the history of Puerto Rico and the evolution of its defensive system

3) https://www.youtube.com/watch?v=fJD8jOaTJGk about "Iconos Taínos"

<mark>**Vocabulary:**</mark>

<mark>Teachers will model the concept of 'Cognates' during the reading of "The Discovery and Colonization of Puerto Rico". After that, students will work on identifying cognates during the unit independently, in pairs or small groups. Finally, an **interactive academic language word wall** will be created by students classifying those cognates in Tier 1, Tier 2, or Tier 3 words.</mark>

Reading 1: The Discovery and Colonization of Puerto Rico

It was during his second trip to the Americas that Christopher Columbus landed on

COGNATES →

present day Puerto Rico. When he and his crew arrived there in 1493, they found it inhabited by several thousand Arawak Indians, known as Taínos. The indigenous population called the island Boriquén, but Columbus, before continuing on to explore more of the Caribbean, named it San Juan Bautista, Spanish for "St. John the Baptist."

Fifteen years later, a member of Columbus's party returned to the island. He was Juan Ponce de León, the Spanish conquistador who would later become famous for his unsuccessful search for the Fountain of Youth. Ponce de León was the island's first Spanish governor, overseeing a troop of 50 soldiers and a group of settlers. The Spanish soon discovered the harbor we know today as San Juan, but at the time they called it Puerto Rico— "fine or rich port." As the years passed, however, the name of the island and the harbor shifted: Puerto Rico came to refer to the entire island, and San Juan identified the port and the city that grew up around it.

Teacher will bridge between the syntax concept of possessive in English vs. Spanish

Though the harbor offered a beautiful setting, Ponce de León chose to locate the settlement somewhere else. He selected a wooded site surrounded by hills and swamps about two miles south of the port, giving it the name Caparra. It turned out to be less than ideal for a seat of government or for a military base: the swamps

made the location unhealthy and hard to reach, it was located too far from the port to transport goods, and it was difficult to defend. The colonists urged Ponce de León to move the settlement, but he refused. Only an order from the King of Spain reversed Ponce de León's decision.

The colonists chose for a new home a beautiful barrier island along the north coast. It was an excellent location: it overlooked the entrance to San Juan harbor; was open to cooling winds off the water; and had features, such a jagged reef along its ocean side and a craggy steep shoreline on the harbor side, that made it naturally defensible. The transfer of settlers from Caparra to San Juan began in 1519 and was completed in 1521, the year Ponce de León left Puerto Rico to colonize Florida.

The Taínos initially welcomed and helped the Spaniards. Their friendship turned to hostility, however, once the Europeans increased in number, took over land, and kidnapped Taíno women. The Spanish forced many Taínos to labor like slaves to mine gold and produce crops; this work and European diseases quickly pushed the indigenous population towards extinction. Though at first afraid to fight back because they believed the Spanish were immortal, the Taínos learned otherwise when a number of them drowned a Spanish soldier. In 1511, they began to rebel against the Spanish, but their primitive wooden weapons, stone axes, and arrows were no match for Spanish firearms. After their defeat, many fled to the Lesser Antilles, smaller Caribbean islands to the southeast, where they joined forces with the Caribes, a fierce tribe of South American Indians who previously had been their enemies. Together they began a campaign of terror and harassment against Puerto Rican settlers for nearly a quarter of a century.

Puerto Rico became known as the gateway to the Indies, the name that people used to identify the islands of the Caribbean. Though the island possessed little gold or silver, Spanish officials still viewed it as important. Because of ocean currents and winds, both the *flota* and *galeones* passed nearby as they began their trading sweeps through the Caribbean. Puerto Rico's strategic location also offered relatively easy access to the many claimed lands of Spain's new empire. Government officials decided that, in order to protect the lands they had seized in Central and South America, including their trading route in the Caribbean, they would establish one of their most important forts on the islet of San Juan—what today is known as Old San Juan.
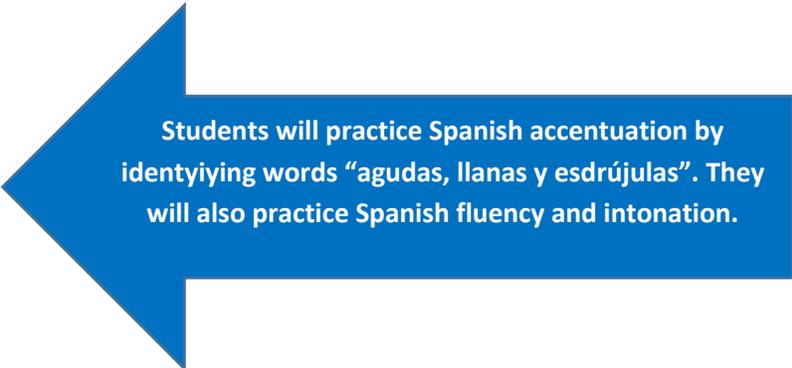
Questions for Reading 1

1. Why was Caparra such a poor location for the first Spanish settlement?

2. How did Spanish colonization affect the Taínos?

3. How did the Taínos react to the Spanish?

4. Why did San Juan become such an important part of New Spain?

Reading 1 was compiled from The Forts of Old San Juan *(Washington, D.C.: U.S. Department of the Interior, National Park Service).*

Agua de olvido (Poema Taíno)

Agua de manantial
Un fuego encendido que olvidé apagar,
Necesito agua
de un manantial.
Manantial de olvido,
De mi viejo hogar
Crecen los guayabos y las cocolías
Junto a la charquita
Junto al manantial y nos escondimos
En la oscuridad de mil trepadoras
Y los lagartijos que yo atrapaba con facilidad.
Me hacían olvidar tantos desamores, trabajos forzados,
miedos tan reales, los desconectados que pedían,
pedían y jamás me daban. Los desconectados que piden y
piden y jamás me dan, por eso del agua me debo saciar,
un fuego es un fuego que debo apagar.

Students will practice Spanish accentuation by identyiying words "agudas, llanas y esdrújulas". They will also practice Spanish fluency and intonation.

Analyzing the Poem

¿Qué sentimientos evoca este poema?
¿Qué estrofa evoca sentimientos positivos? ¿Y negativos?
¿Cómo podemos relacionar este poema con la primera lectura?

Taino Icons

Students will practice their oral language abilities in their target language by watching and discussing in a small group the Taíno art showed in the video, and then they will express their own concept of beauty based on their heritage culture.

Cultural competence and oral language

Putting It All Together

Photographing History

Have students, either working alone or as part of a small group, prepare a photo essay that tells the story of an important historic site in their neighborhood or community. All photos must have captions that explain their importance to the viewer, and each

should be placed on a poster board in an attractive way. Each person or group should share his/her project with the other groups. As an introduction, each group should describe what aspects of the site first caught their interest. Then the class should discuss whether the essays as a whole create a comprehensive picture of the community's history, and consider why or why not.

Students will choose what language they want to prepare their projects, and then they will present their work in the opposite language to the classroom.

Resources

RESEARCH
Bilingual Education

Why is bilingual education important? Why is it controversial? This article sheds light on the debates surrounding bilingual education in the United States, presents six key facts everyone should know, and suggests directions for future improvements.

 http://www.nabe.org/BilingualEducation

Guiding Principles for Dual Language Education
   http://www.cal.org/twi/guidingprinciples.htm

Center for Applied Linguistics
   http://www.cal.org/

Center for Advanced Research on Language Acquisition
   https://carla.umn.edu/

Common Core en Español
   https://commoncore-espanol.sdcoe.net/CaCCSS-en-Espanol/SLA-Literacy

Chispa Dual Language blog
   https://www.scoop.it/topic/dual-language-education

RESOURCES

Biblioteca Digital del Ilce
   http://bibliotecadigital.ilce.edu.mx/

Reading is Fundamental in Spanish
   https://www.rif.org/literacy-central/collections/spanish-language-collection

Nasa Ciencias
https://spaceplace.nasa.gov/sp/

National Geographic is Spanish
https://www.ngenespanol.com/

Discovery en la Escuela
http://discoveryenlaescuela.com/

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Great Schools Partnership, The Glossary of Education Reform, https://www.edglossary.org/

Teaching for Biliteracy: Strengthening Bridges between Languages by Karen Beeman and Cheryl Urow, 2013, ISBN 978-1-934000-09-0

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