

Writing Development in Two Languages

Yvonne and David Freeman

The University of Texas at Brownsville

El desarrollo de la escritura

Un buen programa de de lectoescritura debe relacionar la lectura con la escritura.

El desarrollo de la escritura debe de ser un proceso natural.

Los maestros deben de ofrecerles a sus estudiantes muchas oportunidades auténticas para escribir.

La escritura se desarrolla por niveles.

Key Ideas

Reading and writing are the keys to academic success

Writing develops through stages

Reading provides the input students need to become good writers

Children Scribble and Scribe

In early stages of writing development when given freedom to experiment with writing, children show what they understand about writing.

Stages and Ages

It is experience with written language, not age, that determines a child's stage or level of writing development

Levels of Writing Development in English and Spanish

English Levels- Buchanan	Niveles en español- Ferreiro y Teberosky
Prephonetic	Uno y dos
Early Phonetic	tres
Late Phonetic	cuatro
Phonic	cinco
Semantic/Syntactic	

Level 1 - Prephonetic

Things can be represented by symbols that are not pictures

There is no connection yet between written marks and sounds

The first letters children usually learn to write are the letters of their names.

Children often use the letters of their names to write in this stage

Nivel Uno

A. Egocéntrico- La escritura no sirve para transmitir información.

B. Figurativo- Correspondencia entre la escritura y el objeto de la escritura

C. No hay diferenciación entre el dibujo y la escritura.

Nivel Dos

- A. Número fijo y variedad de los grafismos.
- B. En esta etapa es interesante observar cómo los niños utilizan primero las letras de su nombre.

Prephonetic level strategies- ideas from Ethel Buchanan

- Encourage the child to continue writing
- Make sure writing materials are available and encourage their use by modeling writing
- Respond to children's comments about their writing
- Offer help in response to children's requests, but don't jump in

- Help the child move to the next stage
- Use children's names to identify possessions, lockers, etc.
- Write names on student papers so later they can do it themselves
- Demonstrate writing - use the Language Experience Approach (LEA)
- Be sure to have print up around the classroom

Level 2 - Early phonetic

- Writing represents sounds
- Consonants first for English

Nivel Tres

- A. Cada letra corresponde a una sílaba.
- B. Las vocales son estables y convencionales.

Level 3 - Late phonetic

- Writing represents sounds
- Alphabetic hypothesis
- Letter name spelling

Nivel Cuatro

- A. Los niños van del nivel silábico al nivel alfabético.
- B. Las hipótesis que hacen los niños en el nivel silábico no se corresponden con lo que ellos ven impreso en el ambiente. Por eso, comienzan a añadir más consonantes.

Phonetic level strategies

- To help the child use sound production cues:
- Use alphabet cards - have children match cards with letters in words
- Draw attention to words and names beginning the same
- poems are good for this
- have a name center

Phonetic level strategies

- Have children write every day
- Involve children in reading every day
- read big books

chant from charts
cook from recipes printed on charts

Level 4- Phonic

Writing represents sounds
Some sounds have more than one spelling
Some spellings have more than one sound

Nivel Cinco

A. En este nivel los niños comienzan a prestar atención a los grafismos que están dentro de las sílabas.

B. Los problemas son ortográficos y no de escritura.

cielo- ¿s? o ¿c?

queso- ¿k? o ¿c? o ¿qu?

yo- ¿ll? o ¿y?

bien- ¿v? o ¿b?

Phonic level strategies

To help students move toward conventional spellings
Help them collect words having the same orthographic pattern

great/ steak

rake/cake/make

había/hay

canción/nación

Have students make parallel lists of words with the same sound but different spellings

great grate

steak stake

ayer allá

desayuno desarrollo

Have students make parallel lists of words with the same spelling but different sounds

tea bread

flea spread

Phonic level strategies

Use poetry to demonstrate different spellings of a sound or to play with words

Have students play word games (ghost)

Model interest in words and their structure

Level 5 - Syntactic-Semantic

Students spell most words conventionally

They may have trouble with homophones and homographs

there, their, they're

your, you're
write, right, rite
lead, led

To Support Writing

Read and write to and with students
Students read and write together

Notice Students' Writing

Be aware of how students use sounds as they write
Appreciate what they do as they write.

Contact

David Freeman david.freeman@utb.edu

Yvonne Freeman yvonne.freeman@utb.edu

Website <http://davidandyvonnefreeman.com>

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