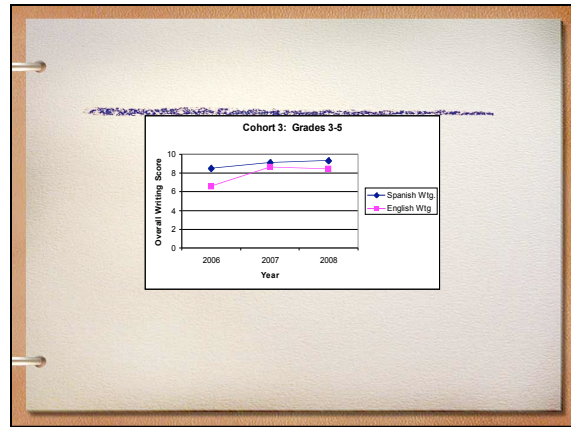
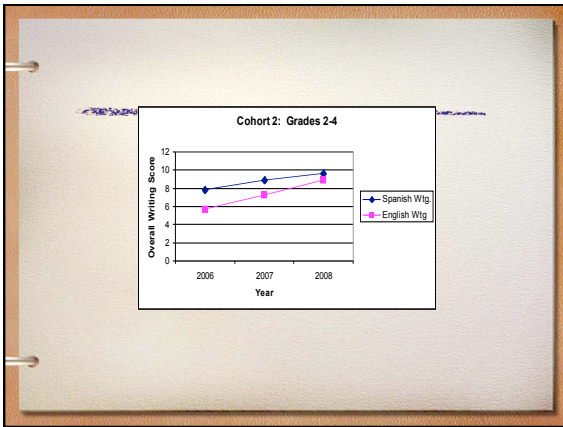
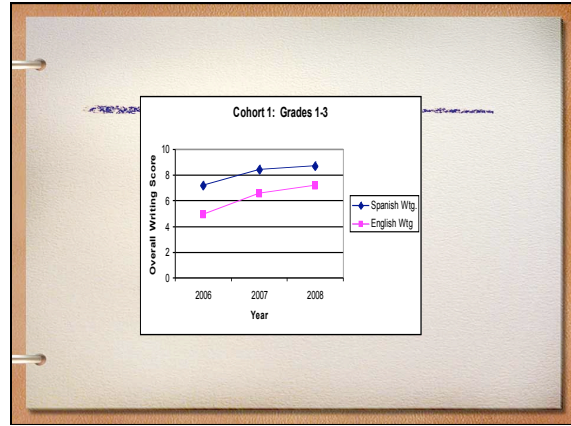




Cohort	Language	2006	2007	2008
Grade range (n)		$\bar{X}$ (SD)	$\bar{X}$ (SD)	$\bar{X}$ (SD)
Cohort 1 Grades 1-3 n=52	Spanish	7.2 (2.5)	8.4 (1.9)	8.7 (1.8)
	English	4.9 (2.3)	6.6 (2.1)	7.2 (2.1)
Cohort 2 Grades 2-4 n=72	Spanish	7.8 (2.3)	8.9 (1.7)	9.6 (1.6)
	English	5.7 (2.3)	7.2 (2.1)	8.9 (3.6)
Cohort 3 Grades 3-5 n=19	Spanish	8.5 (2.3)	9.1 (2.0)	9.3 (2.5)
	English	6.6 (2.3)	8.6 (2.4)	8.4 (2.8)



### Correlation between Spanish and English Writing

Grade	Cohort I	Cohort II	Cohort III
First	.49		
Second	.56	.64	
Third	.73	.60	.38
Fourth		.72	.56
Fifth			.92

### Spanish/English Correlation

Writing Trait	Correlation
Content	.65
Punctuation	.55
Spelling	.35
Overall	.67

## Qualitative Analyses

- **Bilingual Strategies**
  - Code-switching
    - Intersentential (I love my new ropa)
    - Intrasentential (I got a power ranger. Me gusta mucho)
  - Syntax (The bike of my sister; Marta's chancas hacen mucho ruido)
- **Spelling Strategies**
  - Spanish influenced
  - Common to grade

10-06  
19455

Al animal favorito es el Oso  
 panda y su color es negro con  
 blanco. El oso come frutas y cañas.  
 Sus ojitos son dos círculos  
 negros. su pancita es gordita.  
 Me gusta porque es un oso  
 muy bonito.

10-06  
19456

My febrer toy  
 My febrer toy is a boniam  
 ji dars. My mam gevet in Crismas.  
 Ai love juen ji danses. Ai love jim  
 sou mach. Ji muves ji lars juen ji  
 danses.  
 May boni is uite.

### High correspondence between Spanish and English

**C = 5.5; P = 2.2; S = 2.1**

<ul style="list-style-type: none"> <li>• L1</li> <li>• Febret - favorite</li> <li>• Ji - he</li> <li>• Gevet -gave it</li> <li>• Ai - I</li> <li>• Juen - when</li> <li>• Jim -him</li> <li>• Sou - so</li> <li>• Mach - much</li> <li>• lars - ears</li> <li>• May - my</li> </ul>	<ul style="list-style-type: none"> <li>• Common</li> <li>• Conventions</li> <li>• Organization</li> <li>• Voice</li> <li>• Crismas - Christmas</li> <li>• Danses - dances</li> <li>• Muves - moves</li> <li>• Whit - white</li> </ul>
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10-06  
19457

Cuál es el programa de televisión que más te gusta? Escribe un pequeño resumen de lo que se trata el programa.

My Programa favorita es  
 Discovery en español  
 ese canal me gusta porque  
 aseen cosas diferentes y  
 cosas que me gusta ver  
 videos de la vida de  
 los animales y cosas  
 me gusta porque tambien  
 vi programas de la vida  
 de los animales y cosas

10-06  
19458

What is your favorite story or book in English? Write a summary of this story or book.

My favorite book  
 is The Three Little Pigs  
 and I like that  
 book because the three  
 pigs were from an old  
 man and he had three  
 sons. One was a pig  
 and one was a wolf.  
 Then the wolf ate the  
 little pig.



## Multiple Strategies

- Discoveri en español
- Age - word spacing
  - Megusta
  - enelagua
- Spanish development
  - Y/I; I for y
  - Ai for hay
  - B/V - tivurones
- English - primero, segundo
- Llinarybredman
- Age - word spacing
- Spanish influenced Llinarybredman (?)
  - Ets - its
  - Mi - my
  - Ji-he
  - Its - eats
- English
  - First, second, third etc.
  - Dat - that
  - Awei

## Findings

- High and positive correlations between writing in Spanish and English at all grade levels and for all cohort groups;
- Writing strategies used by emerging biliterate children are complex - multiple cross-language strategies are used within words and across words and sentences;
- 50% of all spelling errors were 'typical' to monolingual children;
- 50% were L1 influenced;

## Findings

- Content scores at all grade levels were higher than punctuation and spelling;
- Within and across language correlations between punctuation, spelling and overall rating;
- Teachers had difficulty identifying cross-language strategies.

## Implications

- Rubrics to look at development of emerging biliteracy.
- Analyses need to look at two languages separately and together;
- Need to develop a paradigm of interlanguage and not interference;

## Implications

- What is "normal" or "common" writing development for a student who is monolingual in English
- What is "normal" or "average" for a student who is monolingual Spanish
- What is "normal" or "common" for an L2 English writer
- What is "normal" or "common" for a simultaneous bilingual writer
- We need to know MORE about the interactions between Spanish and English in emerging bilingual/biliterate children