Using Poetry to Enhance Language Development in the World Language Classroom

NECTFL Conference
New York City Hilton
February 9, 2018
Presenter: Aileen Colon
Goals for Today’s Session

• Discuss and apply the ACTFL Can Do Statements

• Model and discuss language strategies that further the development of language proficiency.

• Share the NYS Seal of Biliteracy criteria, process and opportunities with student resources.
# ACTFL Global Can-Do Benchmarks

<table>
<thead>
<tr>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate High</th>
<th>Intermediate Advanced</th>
<th>Advanced Low</th>
<th>Advanced High</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can communicate in simple conversations.</td>
<td>I can communicate in simple conversations, using short sentences and phrases, sometimes with some difficulty.</td>
<td>I can communicate in simple conversations, using short sentences and phrases, sometimes with ease.</td>
<td>I can participate in conversations on a variety of topics, using simple sentences and short phrases.</td>
<td>I can participate in conversations on a variety of topics, using complex sentences and detailed explanations.</td>
<td>I can express myself clearly, using complex sentences and detailed explanations.</td>
<td>I can deliver organized presentations on a wide variety of topics.</td>
<td>I can deliver detailed presentations on a wide variety of topics.</td>
<td>I can write about complex topics and present ideas clearly.</td>
</tr>
<tr>
<td>Presentation Speaking</td>
<td>Presentation Writing</td>
<td>Interpretive Listening</td>
<td>Interpretive Reading</td>
<td>3 minutes</td>
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- **Presentation Speaking**
  - I can present information about myself and others in simple terms.
  - I can present information in a coherent manner.
  - I can write brief oral presentations on simple topics.
  - I can write brief oral presentations on complex topics.

- **Presentation Writing**
  - I can write short messages and notes on familiar topics.
  - I can write short messages and notes on complex topics.

- **Interpretive Listening**
  - I can recognize a few familiar words when they are spoken.
  - I can recognize a few familiar words when they are written.

- **Interpretive Reading**
  - I can understand short stories and simple texts.
  - I can understand short stories and complex texts.
Objectives

The purpose of this unit is to expose students to the poetry of Pablo Neruda. To this end:

• Students will read and recite selected poems by Pablo Neruda.

• Students will read short biographies of the author to gain a better understanding of the cultural milieu that contributed to the types of adversity Neruda faced throughout his lifetime.

• Students will begin to explore the concept of imagery in Neruda’s poetry by creating pictures to represent his poetry.

• Students will create authentic poems patterned after Neruda’s poems.
The Power of Poetry

• Reciting and performing poems is a painless and fun way to learn the new vocabulary, syntax and grammar of a new language.
• Poems teach us new ways to describe things
• Poetry creates images with words and supports interpretive abilities.
• Reading poems by authors of various nationalities, helps us to appreciate nuances of language and culture that make each country different.

Aileen Colon, NYC RBE-RN, Fordham University
La Vida de Pablo Neruda

- Nacido Neftalí Ricardo Reyes Basoalto en Parral, Chile en 1904 de una familia humilde.
- Él empezó a escribir poesía cuando tenía diez años.
- Estudió en el Liceo de Hombres de Temuco.
- En 1921 publicó su primer poema con el seudónimo de Pablo Neruda.
- En 1927 comenzó su larga carrera diplomática.
- Él fue a parte del partido político comunista de Chile.
- Algunas de sus obras famosas son: Canto General (1950), Las Odas Elementales (1954)

- [http://www.neruda.uchile.cl/cronologia/cronologia2.htm](http://www.neruda.uchile.cl/cronologia/cronologia2.htm)
Las Odas

- Oda se deriva de una palabra griega, que significa cantar.
- Una oda es una forma de poesía como soneto o elegía.
- Oda es una técnica literaria que es de naturaleza lírica, pero no muy larga.
- Los poetas escriben las odas para celebrar o glorificar a personas, escenas naturales, e ideas abstractas.
- A veces las odas pueden ser humorísticas, pero siempre son reflexivas, con la intención de explorar temas importantes y observaciones relacionadas con las relaciones humanas, las emociones y los sentidos.
- Una característica destacada de la oda es su patrón métrico uniforme.

Aileen Colon, NYC RBE-RN, Fordham University
La calle se llenó de tomates, mediodía, verano, la luz se parte en dos mitades de tomate, corre por las calles el jugo. En diciembre se desata el tomate, invade las cocinas, entra por los almuerzos, se sienta reposado en los aparadores, entre los vasos, las mantequilleras, los saleros azules.

Oda al tomate
--Pablo Neruda
Tiene luz propia, majestad benigna. Debemos, por desgracia, asesinarlo: se hunde el cuchillo en su pulpa viviente, es una roja víscera, un sol fresco, profundo, inagotable, llena las ensaladas de Chile,
se casa alegremente con la clara cebolla, y para celebrarlo se deja caer aceite, hijo esencial del olivo, sobre sus hemisferios entreabiertos, agrega la pimienta su fragancia, la sal su magnetismo: son las bodas del día, el perejil levanta banderines, las papas hierven vigorosamente, el asado golpea con su aroma en la puerta, es hora! vamos!
y sobre
la mesa, en la cintura
del verano,
**el tomate**,  
**astro de tierra,**  
**estrella**  
**repetida**  
y **fecunda,**  
nos muestra  
sus circunvoluciones,  
sus canales,  
la **insigne plenitud**  
y la **abundancia**  
sin hueso,  
sin coraza,  
sin escamas ni espinas,  
nos entrega  
el regalo  
de su color fogoso  
y la totalidad de su frescura.
The Art of Neruda’s Poetry

• Neruda wrote dozens of odes in which he takes things we might view as commonplace and describes how extraordinary they can be.

• In Ode to Tomatoes, he glorifies the underappreciated, but beautiful tomato.

• The theme in this ode is that you must learn to embrace the usual things in life and find beauty within them.
The streets are full of vegetables vendors selling tomatoes and tomato juice because the harvest has been fruitful.

In December, the tomatoes are being used for cooking in the kitchens.

They are sliced and added to salads with onions, salt, pepper, and olive oil.

The tomato dishes are served at various occasions.

The tomatoes are the perfect fruit that shower goodness to others.
Características las Odas de Pablo Neruda

• La personificación es la atribución de cualidades o actividades humanas a un ser no humano, sea un objeto, un animal o una idea abstracta.

• Ejemplos:
  - El tomate invade las cocinas, entra por los almuerzos, se sienta en los aparadores.
  - Devemos por desgracia, asesinarlo, Se hunde el cuchillo en su pulpa viviente.
  - Se casa alegremente con the clara cebolla
  - El tomate...nos muestra sus circunvoluciones,...nos entrega el regalo......
Imagery

• **Simil:** “verano, la luz se parte and dos mitades”. Summer light is halved like a tomato; midday.

• **Personificación:** “invade las cocinas”. Invades kitchens; abundance of tomatoes

• **Hipérbole:** “Debemos por desgracia asesinarlo”. Exaggeration to show how we cut up the tomato.

• **Metáfora:** “Tiene luz propia, majestad benigna”. Tomato’s light – benign majesty; describes how brilliant and inviting the tomato is to everyone.
Deeper Analysis - Historical References

“Tiene luz propia, majestad benigna”: The tomatoes are the Chilean people who are known for their friendly hospitality.

“Se parte en dos mitades”: Two brothers of royal Inca dynasty who were the native rulers of Chile.

“Debemos por desgracia asesinarlo, se hunde el cuchillo en su pulpa viviente”: The Inca civil war when the Incas were forcibly colonized. (one million natives were killed)

“Se casa alegremente con clara cebolla”: The natives were colonized and civilized by the Spaniards.

Aileen Colon, NYC RBERN @ Fordham University
Video interpretation

https://www.youtube.com/watch?v=fdti5XpkHjw

https://www.youtube.com/watch?v=ORX4DhARW-g
Procedure/Implementation

• Teacher will dramatically read (more than once) the entire selected poem to gain students’ attention and illustrate the beauty of poetry written in Spanish. (readings or recordings of Neruda himself)

• Students will be directed to one of many Web sites available about the life of the author, Pablo Neruda. They will be given a list of specific things to search for. They will record information obtained on the outline provided.

• Students will discuss their findings in a class discussion about the poet, posing and answering questions in Spanish.

• Class will be divided into 4 groups and each group will be assigned sections of “Oda al tomate”.

• Students will individually read and annotate for unfamiliar words. They will focus on the words the teacher has highlighted and the imagery created in that section of the poem.
Implementation continued...

• Each group of students will prepare to recite their section of the poem in 4 voices... everyone reciting the highlighted portion of text chorally.

• Students can make a group visual representation of their section of the poem that includes the quote with an explanation of the symbolism.(Each student uses a different color marker.)

• Students will write their 50 word original ode to include one example of personification. Example: Oda a la galleta, la bicicleta, la muñeca. (rubric provided)

  https://quizlet.com/106702841/oda-al-tomate-vocabulary-list-flash-cards/
Choral Reading

• Support for choral reading is found in several reading theories and educational paradigms, including Dowhower (1987), Rosenblatt (1978), Samuels (1979), and Schreiber (1980).
• Through repeated readings of the text, the reader increases sight word vocabulary and ability to decode words quickly and accurately.
• This fluent reading enables the reader to spend less time on decoding and have greater comprehension of the text (Pikulski & Chard, 2005).
The Road to the SEAL of BILITERACY

More languages mean better career, college and job opportunities
The Bilingual Advantage in the Job Market

Top 100 Companies for Bilingual Jobs

Welcome to the free List of Best Companies for Flexible Bilingual Jobs! Based on years of researching companies that hire for telecommuting, part-time, flextime, or freelance jobs, FlexJobs has compiled and made public a list of 100 of companies that specifically have hired for Bilingual jobs with at least one of these flexible working options. Below you will find the company profiles on employers such as Nielsen, excelHR, and Nu Skin, as well as each company’s telecommuting, part-time, freelance, and flexible job posting history, a staff-written description, and the company’s headquarters and website.

The purpose of the free List of Best Companies for Flexible Bilingual Jobs is to help people interested in Bilingual jobs to easily find and research legitimate employers that are known to hire for jobs with some type of flexibility, such as telecommuting, part-time, flexible, and freelance options. We hope you find some great company profiles that interest you!

Search the List of Flexible Companies by: Bilingual Jobs or By Location

Location of the Best 100 Companies for Flexible Bilingual Jobs

- Management
- Health care
- Consulting
- Education
- Tourism
- Marketing
- Sales

Roser Salavert, Ed.D., Aileen Colon, NYC
RBE-RN, Fordham University
Types of Bilingualism

• **Simultaneous Bilinguals**
  Children who learn more than one language from birth.

• **Sequential Bilinguals**
  Children and adults who begin to learn the second language after they have acquired the first language.

Aileen Colon, NYC RBE-RN, Fordham University
What is the New York State Seal of Biliteracy?

- The New York State Seal of Biliteracy (NYSSB) is a formal recognition of a student’s proficiency and achievement in English and one or more languages other than English (LOTE).

- It can take the form of a seal that appears on the students diploma as well as a notation on the official transcript.
The New York State Seal of Biliteracy (NYSSB), passed by the Legislature and signed into law by Governor Cuomo on July 31, 2012, was established to recognize high school graduates who have attained a "high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English."
## Criteria to Earn the NYS Seal of Biliteracy

(Graduation Requirements for Regents Diploma and earn 3 points in each of the two columns, i.e. proficiency in English and World Language)

<table>
<thead>
<tr>
<th>Criteria for Demonstrating Proficiency in English</th>
<th>Point Value</th>
<th>Criteria for Demonstrating Proficiency in a World Language</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.</td>
<td>1</td>
<td>Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.</td>
<td>1</td>
</tr>
<tr>
<td>ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).</td>
<td>1</td>
<td>Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student’s home/native language in Grade 8 or beyond, with an equivalent grade average of 8 or higher.</td>
<td>1</td>
</tr>
<tr>
<td>Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
<td>For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
</tr>
<tr>
<td>Achieve the following scores on the examinations listed below: - at least 4 on an Advanced Placement (AP) English Language or English Literature examination, or - at least 80 on the Test of English as a Foreign Language (TOEFL).</td>
<td>1</td>
<td>Score at a proficient level on an accredited Checkpoint C World Language assessment (See “Checkpoint C World Language Assessments and Minimum Scores” on the following page.)</td>
<td>1</td>
</tr>
<tr>
<td>Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee to a panel of reviewers.</td>
<td>2</td>
<td>Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.</td>
<td>2</td>
</tr>
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*Please refer to handout
I Can Do Statements
(for each level of proficiency and language component)

Please refer to handouts
# Culminating Project Rubrics

## Seal of Biliteracy Culminating Project

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>World Language: ________________</th>
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</thead>
<tbody>
<tr>
<td>Project Summary: ______________________</td>
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</tbody>
</table>

### INTERPRETIVE READING

**What did I read to learn about my topic?**
- To prepare my project, I researched my topic, and made a list of key ideas related to it.

**INTERMEDIATE MID**
- To prepare my project, I researched my topic. I gathered ideas from stories and texts that included descriptions of events and experiences related to my topic.

**INTERMEDIATE HIGH**
- To prepare my project, I researched my topic. I gathered ideas from stories and texts from different genres that included descriptions of events and experiences related to my topic.

**ADVANCED LOW**
- To prepare my project, I researched my topic. I gathered ideas from stories and texts from different genres that included descriptions of events and experiences related to my topic.

### PRESENTATIONAL WRITING

**How did I write about the topic for my presentation?**
- To present my project to an audience, I have written my ideas in complete and connected sentences.

**INTERMEDIATE MID**
- To present my project to an audience, I have first organized all my ideas and events in sequence. Then, I have explained each idea or event in short paragraphs and/or connected sentences.

**INTERMEDIATE HIGH**
- To present my project to an audience, I have first organized all my ideas and events in sequence. Then, I have explained each idea or event in short paragraphs and/or connected sentences. In addition, I have made sure to include academic language and technical words related to the topic.

**ADVANCED LOW**
- To present my project to an audience, I have first organized all my ideas and events in sequence. Then, I have explained each idea or event in short paragraphs and/or connected sentences. In addition, I have made sure to include academic language and technical words related to the topic.

### PRESENTATIONAL SPEAKING

**How did I use what I wrote during my presentation?**
- When I make my presentation, I read the sentences I have written on the slides and/or charts.

**INTERMEDIATE MID**
- When I make my presentation, I talk about my topic confidently, and read what I have written when I want to put emphasis on a particular ideas or events.

**INTERMEDIATE HIGH**
- When I make my presentation, I talk about my topic confidently, and rarely need to read what I have written. When I want to put emphasis on a particular ideas or events, I use my own words.

**ADVANCED LOW**
- When I make my presentation, I talk about my topic confidently, and rarely need to read what I have written. When I want to put emphasis on a particular ideas or events, I use my own words.

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Please refer to handouts.
Timelines:

1. Identify students
2. Determine projects—including rubrics or assessment criteria
4. Compile evidence in folder or similar to prove that the student met the criteria.
5. Set date and establish committee to assess presentations
6. Include seal in students’ Graduate Certificate and transcripts
7. Celebrate!
The road to the **SEAL of BILITERACY**

**GRADUATE with the SEAL OF BILITERACY**

The New York State SEAL OF BILITERACY recognizes students who have studied and attained a high proficiency in two or more languages by high school graduation.

More languages mean better career and college opportunities: **Earn the Seal of Biliteracy!**

For information, please contact:
- NYSED Office of Bilingual Education and World Languages: OBEFLS@nysed.gov, or
- The Regional Bilingual Education Resource Network in your area:

**REMEMBER**

1) Aspire to become bilingual
2) Stay the course
3) Graduate with the Seal of Biliteracy, and benefit from it.

Roser Salavert, Ed.D. - Aileen Colon, NYC RBE-RN, Fordham University
FINAL THOUGHTS

Please complete Feedback Survey. Thank you.