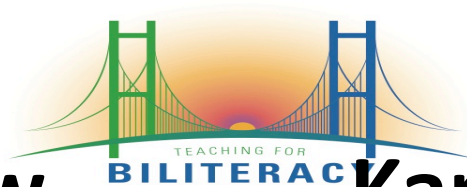


Friday, June 30, 2017

***What are the elements of the
Bridge and metalinguistic focus?***



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THE CENTER

What are the elements of the Bridge and metalinguistic focus?



Experience a Bridge within a BUF

Elements of the Bridge

Define the Bridge

**Contrastive Analysis/Metalinguistic
Focus**

Theme

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Bacy

- Interactive, hands-
- Vocabulary Develo

**Concept Attainment and Total
Physical Response**

**Fishbowl
Say Something
Language Experience**

**Experiments/
Explorations**

Dictado

Summative Assessment

Bridge
• ... Skills

Extension Lesson or Activity

Formative Assessment

Experience a Bridge –
How is this Bridge similar or
different
from other Bridges you have
experienced with
Teaching for Biliteracy?



- la roca sedimentaria
- la roca metamorfica
- la roca ignea
- sufre
- se convierte
- el calor
- la presión
- el ciclo
- la erosión
- la superficie de la Tierra
- the sedimentary rock
- the metamorphic rock
- the igneous rock
- undergoes
- becomes
- the heat
- the pressure
- the cycle
- the erosion
- the Earth's surface

- la roca sedimentaria
- la roca metamórfica
- la roca ígnea
- sufre
- se convierte
- el calor
- la presión
- el ciclo
- la erosión

la superficie de la Tierra

- the sedimentary rock
- the metamorphic rock
- the igneous rock
- undergoes
- becomes
- the heat
- the pressure
- the cycle
- the erosion

the Earth's surface

- la superficie de la Tierra

- the Earth's surface
- the surface of the Earth



- la superficie de la Tierra
 - la bufanda de Karen
- the Earth's surface
 - the surface of the Earth

- la superficie de la Tierra
 - la bufanda de Karen
- the Earth's surface
 - the surface of the Earth
 - Karen's scarf
 - the scarf of Karen

- la superficie de la Tierra
 - la bufanda de Karen
- the Earth's surface
 - the surface of the Earth
 - Karen's scarf
 - (the scarf of Karen)

- **El museo de arte**

- **The Art Museum**
- **The Museum of Art**

Experience a Bridge –
**How was this Bridge similar or
different
from other Bridges you have
experienced with
Teaching for Biliteracy?**



Bridge constants

- Active student engagement and participation
- Pre-planned by the teacher
- Focused on language – NOT on refining the understanding of content area CONCEPTS
- The Bridge is not a simple translation



Elements of the Bridge between Language

- The purpose of the Bridge is what differentiates it from a simple translation – the focus of the Bridge is LANGUAGE, rather than content.
- **The process of the Bridge is what also differentiates it from a simple translation – the process is student-centered and interactive.**



Elements of the Bridge

What does a Bridge look like?

How long does a Bridge take?

How do you implement a Bridge in the two-teacher model?



Bridge Observation Guide: The Elements of a Side-by-Side Bridge

Element of the Bridge	Observations
1. Review in the language of instruction	
2. Elicit key words/phrases/sentences in the language of instruction from students	
3. Practice the terms in the new language	

In today's
handout...

Work with
your group to
identify how
we did each of
the **steps 1- 6**



What does a Bridge look like?



[HOME](#)

[ABOUT](#)

[BUFS](#)

[EN ESPAÑOL](#)

[RESOURCES](#)

[PROGRAMMATIC](#)

[VIDEOS](#)

ESPAÑOL

ENGLISH

THE BRIDGE

¡La enseñanza de la lectoescritura bilingüe es una



What does a Bridge look like?

A Bridge in Kinder – Elements of the Bridge

This video shows students in a two-way immersion dual language Kindergarten class participating in a Bridge from content learned in Spanish (Science and Language Arts) to English. Make sure to note the steps, or elements, of a side-by-side Bridge. While the students in this Bridge are in Kindergarten, the elements of a side-by-side Bridge are the same across grade levels and content areas. You can use this [note taking guide](#) as you watch the video in order to record your observations on how the teachers and students behave and use language during the steps of a side-by-side Bridge.



Bridge Observation Guide: The Elements of a Side-by-Side Bridge

Element of the Bridge	Observations
1. Review in the language of instruction	Quick TPR review
2. Elicit key words/phrases/sentences in the language of instruction from students	Students worked together to come up with terms about “what we learned”
3. Practice the terms in the new language	Students practice TPR in English – oracy in the other language

How long does a Bridge take?

How long would this take in your classroom?



Element of the Bridge	Observations
4. The Bridge - Match the key words/phrases/sentences to the other language	Teacher elicited the English terms to match to the Spanish terms – added to chart
5. Metalinguistic focus	
6. What happens tomorrow? And the next day?	

BOTH Spanish and English are used-strategically – during this step of the Bridge



- la roca sedimentaria

- la roca metamórfica

- la roca ígnea

- sufre

- se convierte

- el calor

- la presión

- el ciclo

- la erosión

- la superficie de la Tierra

- the sedimentary rock

- the metamorphic rock

- the igneous rock

**How long would
this take in your
classroom?**

- the Earth's surface

Element of the Bridge	Observations
4. The Bridge - Match the key words/phrases/sentences to the other language	Teacher elicited the English terms to match to the Spanish terms – added to chart
5. Metalinguistic focus	Teacher strategically highlights a similarity or difference between the languages
6. What happens tomorrow? And the next day?	



Element of the Bridge	Observations	
4. The Bridge - Match the key words/phrases/sentences to the other language	Teacher elicited the English terms to match to the Spanish terms – added to chart	The Extension in English – not part of the Bridge...
5. Metalinguistic focus	Teacher strategically highlights a similarity or difference between the languages	
6. What happens tomorrow? And the next day?	Students continue to add examples of the metalinguistic focus – this chart becomes a living chart	This is called “bridging” (p. 4) 

Elements of the Bridge

What does a Bridge look like?

How long does a Bridge take?

How do you implement a Bridge in the two-teacher model?



Time	Subject	Language
8:30 – 9:00	Dialogues	Student
9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Student Work/Dictado	Spanish
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student
11:15 – 12:00	Lunch/Recess	Student
12:00 – 1:00	Math • Oracy development	English
1:00-2:15	Social Studies and Language Arts • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
2:15 – 3:00	Spanish	Spanish, half are offered in Spanish and half in English

How do you implement the Bridge in a two teacher model?



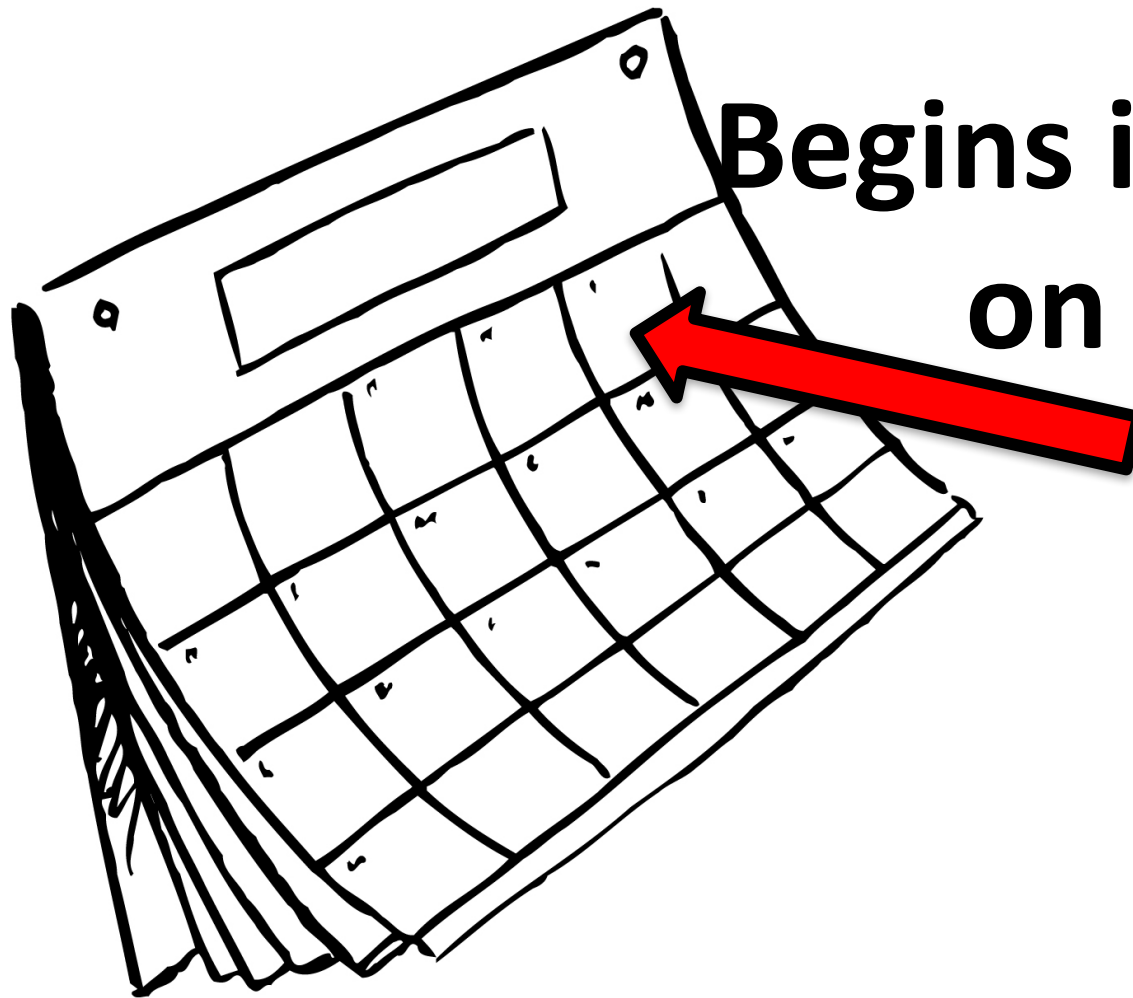
Bridge Observation Guide: The Elements of a Side-by-Side Bridge

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How do you do a Bridge in the two-teacher model?



How Long Does a Bridge Take?

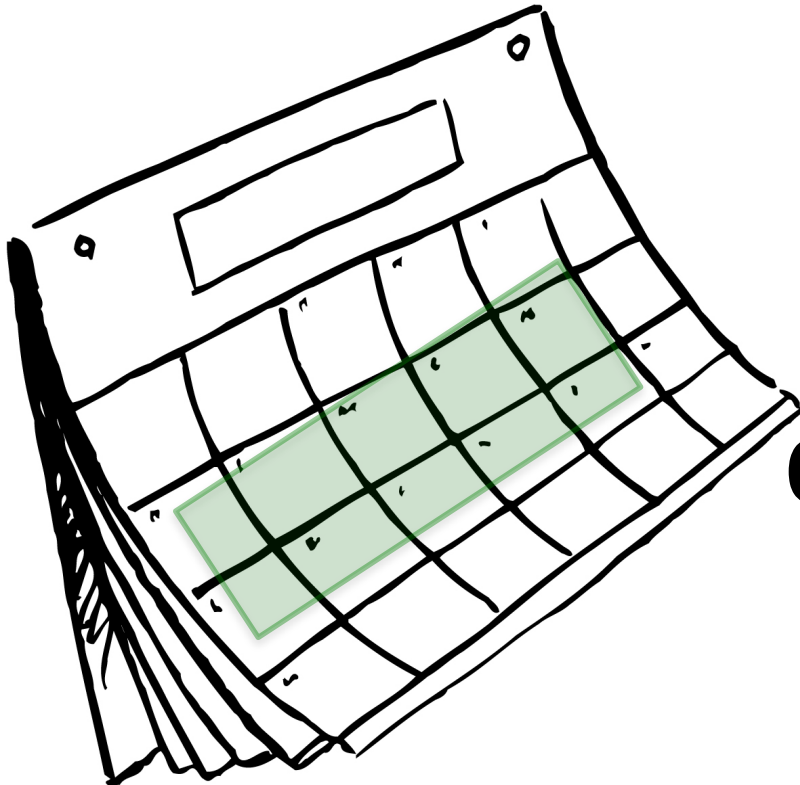


**Begins in 1 lesson
on 1 day**



How Long Does a Bridge Take?

**And may
continue 15-20
minutes/day
over several
days...depending**



In What Direction Does the Bridge Go?

Spanish to **English**



English to **Spanish**



Define the Bridge

Why implement the Bridge between languages?

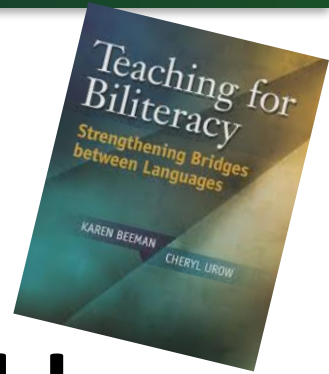


The Bridge - for academic achievement

Bilinguals who learn about how their languages are similar and different (in other words, students with high levels of metalinguistic awareness) achieve **higher levels of academic achievement in both their languages.**

Jimenez, García, and Pearson, 1996, Dressler et al, 2011, de Jong 2011

The Bridge – p. 134



The purpose of the Bridge is two-fold.

First, it is to help students transfer academic language learned in one language to the other language.

Secondly, it is to engage students in contrastive analysis of their languages by focusing on how Spanish and English are similar and different.

When the Bridge is part of biliteracy instruction...

- **There is less** asking, “Which is more important – language or content?”
- **There is less** language mixing on the part of BOTH students and teachers (**less** leakage)
- **There is less** asking, “What language should we test in?”



When the Bridge is part of biliteracy instruction...

- **There is more** fidelity to the programmatic language of instruction
- **There is more** language development on the part of the students
- **There is more** metalinguistic development on the part of the students.
- **There is more** collaboration between teachers in two-teacher models



The Bridge - for academic achievement

The Bridge goes both ways

- from Spanish to English
- from English to Spanish

The Bridge happens at the end of units of instruction, in all the content areas.

Bridge Chart

- líquido liquid
- gas gas
- transformar transform
- sólido solid
- materia matter
- derriete melt
- frío cold
- calor hot
- expande expands
- experimento experiment
- forma form / shape
- recipiente container
- evapora evaporates
- congela freezes
- condensa condense
- flexible flexible
- rígido rigid/stiff
- viscoso viscous
- áspero rough
- suave soft
- coloreado colored
- transparente transparent
- puntiagudo pointy
- lijar sandpaper
sand
- burbujear bubbly

Austin, Texas

English

Word Problems

* Addition
in total

more

sum

* Subtraction

- less

difference

compare

how many more...

* Multiplication

equal groups/parts

multiply

each

* Division

divide

equal groups

separate

Español

Problema Narrati

Adición

en total

más

suma

→ Restas

→ menos

diferencia

compara

cuántos más?

Multiplicación

grupos iguales

partes iguales

multiplica

→ cada

División

divide

grupos iguales

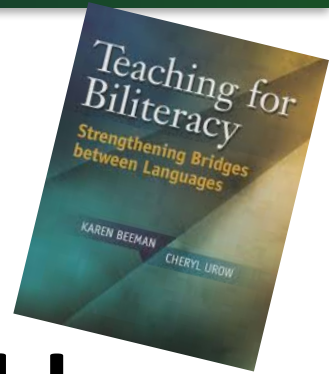
separados

Bridge Chart

Erin, 3rd

Austin, Texas

The Bridge – p. 134



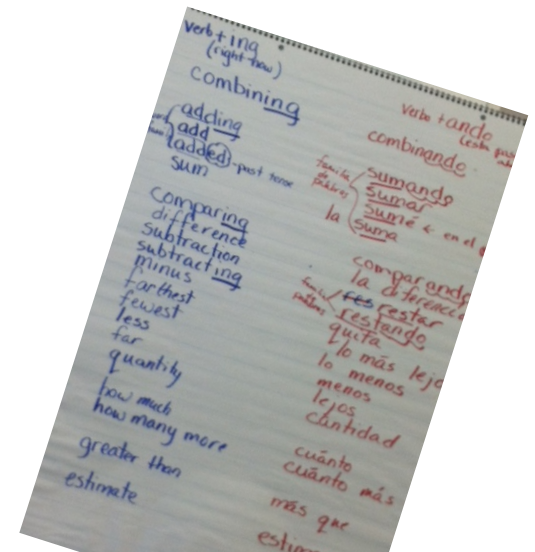
The purpose of the Bridge is two-fold.

First, it is to help students transfer academic language learned in one language to the other language.

Secondly, it is to engage students in contrastive analysis of their languages by focusing on how Spanish and English are similar and different.

A Bridge produces...

1. A Bridge anchor chart – a color coded visual aid that includes both languages



Bridge Anchor chart

el coraje	mad / temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

A Bridge produces...

1. A Bridge anchor chart – a color coded visual aid that includes both languages
2. A metalinguistic focus anchor chart – that compares and/or contrasts elements of the two languages

Bridge Anchor Chart

el coraje	mad / temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

Metalinguistic Anchor Chart

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> (DS)	<u>construction</u> (DS)
<u>Dirección</u> (AC)	<u>Direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>Multipliación</u> (TR)	<u>Multiplication</u> (TR)
<u>acción</u> (SH)	<u>action</u> (SH)

metalinguistic analysis

The focus of the metalinguistic analysis is determined by

- **The needs of the students**
- **The words/phrases in the Bridge**
- **State standards**

Start with what is the **same** between the languages, and then move to **differences**.

Contrastive Analysis

Metalinguistic Focus



metalinguistic analysis p. 142

phonology

morphology

**syntax and
grammar**

pragmatics

metalinguistic analysis

The focus of the metalinguistic analysis is determined by

- **The words/phrases in the Bridge**
- **The needs of the students**
- **State standards (CCSS – *Language*)**

Start with what is the **same** between the languages, and then move to **differences**.

GRADE FOUR LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure

CUARTO GRADO ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados K–5 ofrecen un enfoque para la enseñanza



GRADE FOUR LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure

- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).

CUARTO GRADO ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y

verbo (ejemplo: *podría correr, desearía dormir*).

- d. Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: *una pequeña bolsa roja en lugar de una roja bolsa pequeña*).



Fourth Grade

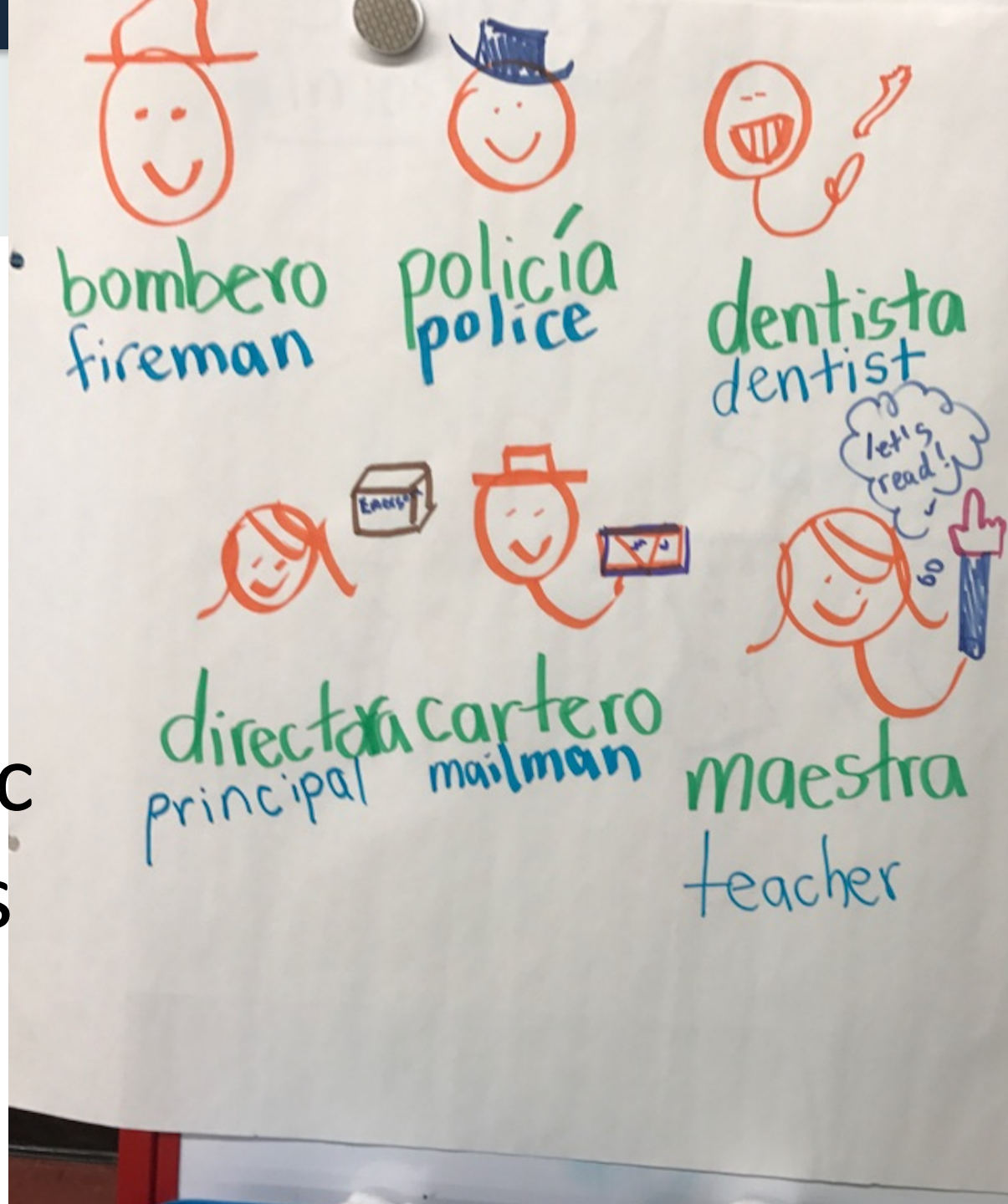
verbo (ejemplo: *podría correr, desearía dormir*).

- d. Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: *una pequeña bolsa roja en lugar de una roja bolsa pequeña*).

**There must be at least one
example of the metalinguistic focus
in the Bridge**



Would word
order
(adjective
noun) be a
good
metalinguistic
focus for this
Bridge?



Fourth Grade

phonology

morphology

**These can be very
abstract...so we start with
what students know ...
the words in the Bridge**

s
grammar

Fourth Grade

e. Identifican y emplean los verbos que terminan en -zar, -car y -gar, cambiando la a por la e y la z por qu (analizar, analice), la c por qu (educar-eduque); y g por gu (pagar-pague).



Kindergarten

Acentuación

- e. Reconocen el acento escrito (acento ortográfico) en palabras sencillas y ya conocidas (mamá, papá, José).



- la roca sedimentaria

- la roca metamórfica

- la

- su

- se

- el calor

- la presión

- el ciclo

- la erosión

- the sedimentary rock

- the metamorphic rock

If this is the Bridge...

- the heat

- the pressure

- the cycle

- the erosion

la superficie de la Tierra the Earth's surface

- la superficie de la Tierra
- the Earth's surface
- the surface of the Earth



**Then this is one possible
metalinguistic chart**

metalinguistic analysis

- While we are going to look at many possible areas of metalinguistic focus for this one Bridge, in the classroom – the students will only experience ONE area of metalinguistic focus per Bridge.
- **This is important because...**

metalinguistic analysis

The focus of the metalinguistic analysis is on:

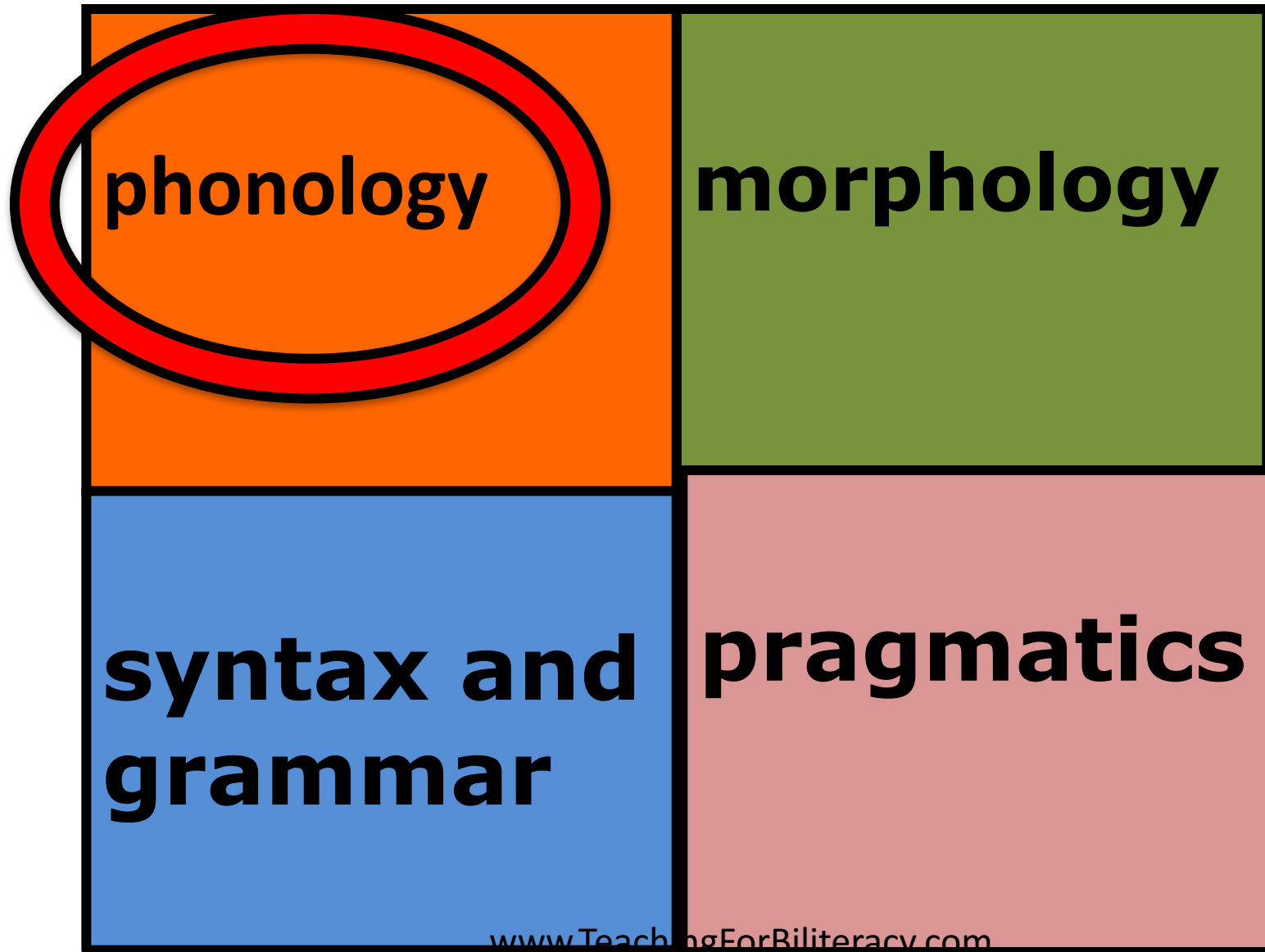
The words/phrases in the Bridge

The needs of the students

- State standards (and language)

Start with what is the **same** between the languages, and then move to **differences**.

metalinguistic analysis p. 142



Metalinguistic anchor chart - phonology

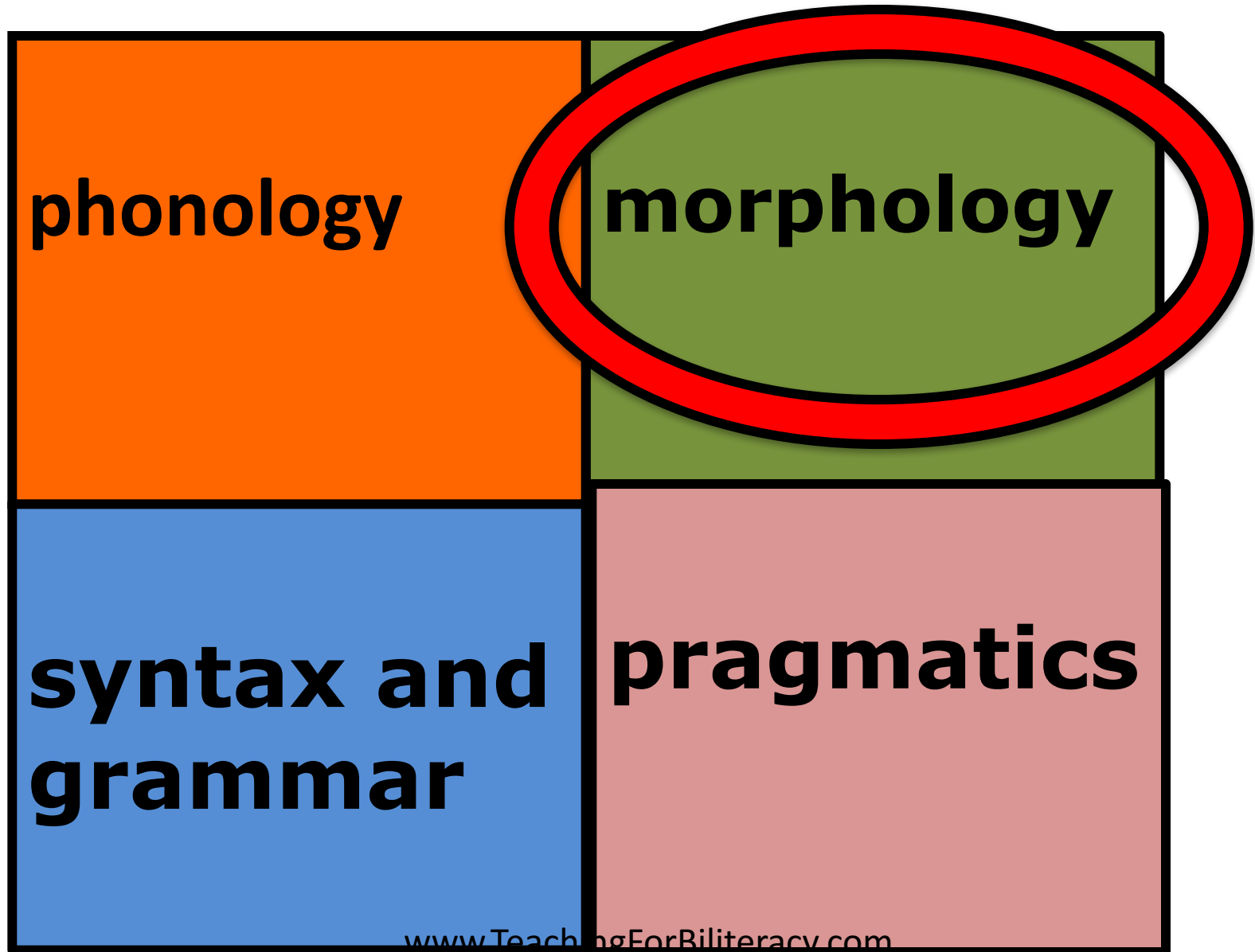
f

ph

metamorfica

metamorphic

metalinguistic analysis p. 142



PARED DE
COGNADOS

GONATE
WALL

NETBY
Copyright

make a
marker

Center
Centro

Even Das
event

Chad
Mason

Diego
El Pasaio

Invited

Under
Gorden

Responsible
Responsible to the

arrador

SECRET
Vote

Chocolate
Chocolate

Theme
Tema

1996

Expenditure on



able to
to be




1944

goda
goda capinjan
capinjan

Dialogue
Dialogue

[illegible]

1. **PLANET**



11/11/11



Zeit 14:00

6/22/13
6/23/13
6/24/13
6/25/13

[illegible]

10/11/1944

Idea
Idea

252848

1981

（一）

THE UNIVERSITY OF CHICAGO

10-11-12

[illegible]

1941

1941

Metalinguistic anchor chart: morphology

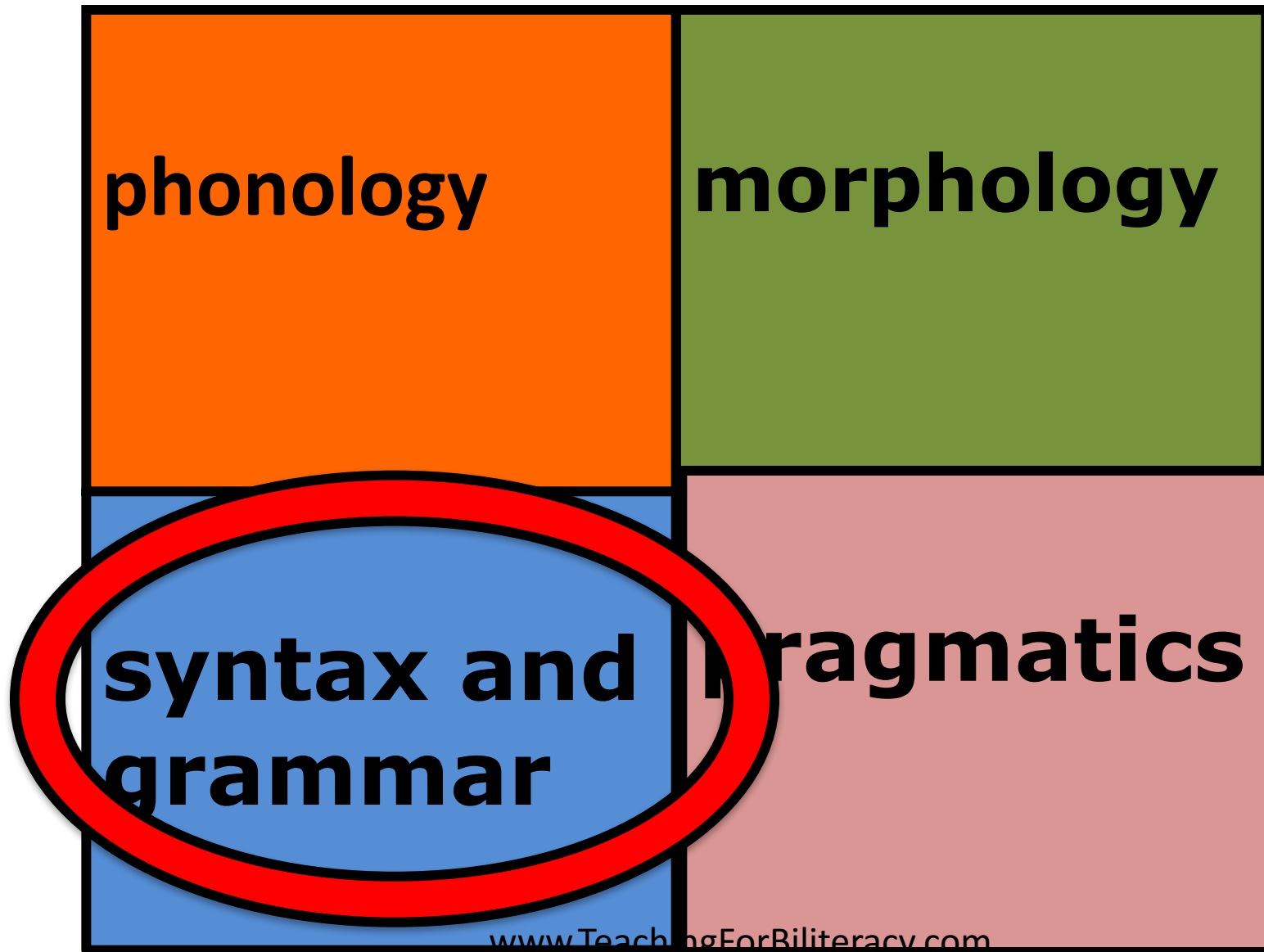
ia

sedimentaria

y

sedimentary

metalinguistic analysis p. 142



Metalinguistic chart

**sustantivo-
adjetivo**

**adjective-
noun**

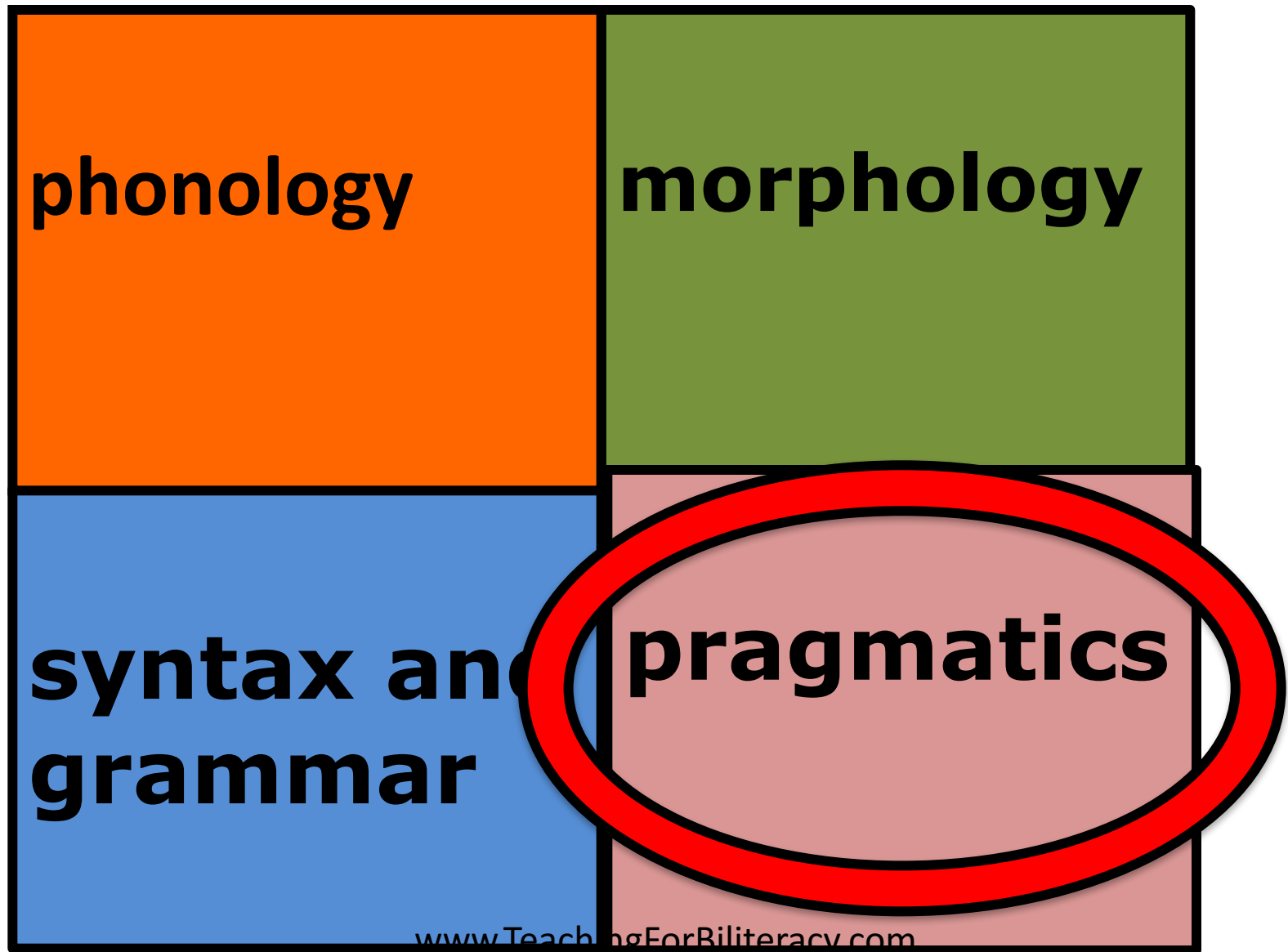
roca

sedimentaria

sedimentary

rock

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- la roca sedimentaria
- la roca metamórfica
- la roca ígnea
- sufre
- se convierte
- el calor
- la presión
- el ciclo
- la erosión
- la superficie de la Tierra

- the sedimentary rock
- the metamorphic rock
- the igneous rock
- undergoes
- comes
- the heat
- the pressure
- the cycle
- the erosion
- the Earth's surface

- **sufre**

- **suffers**

- **undergoes**

- **los padres**

- **the parents**

- **the fathers**

- **las patas**

- **the legs**

- **las piernas**

Three types of Bridges

- Side by side (p.135-6)

el calor	the heat
el agua	the water
la presión	the pressure
el viento	the wind
la roca	the sedimentary rock
Sedimentaria	
la erosión	the erosion
la roca metamórfica	the metamorphic rock

Three types of Bridges

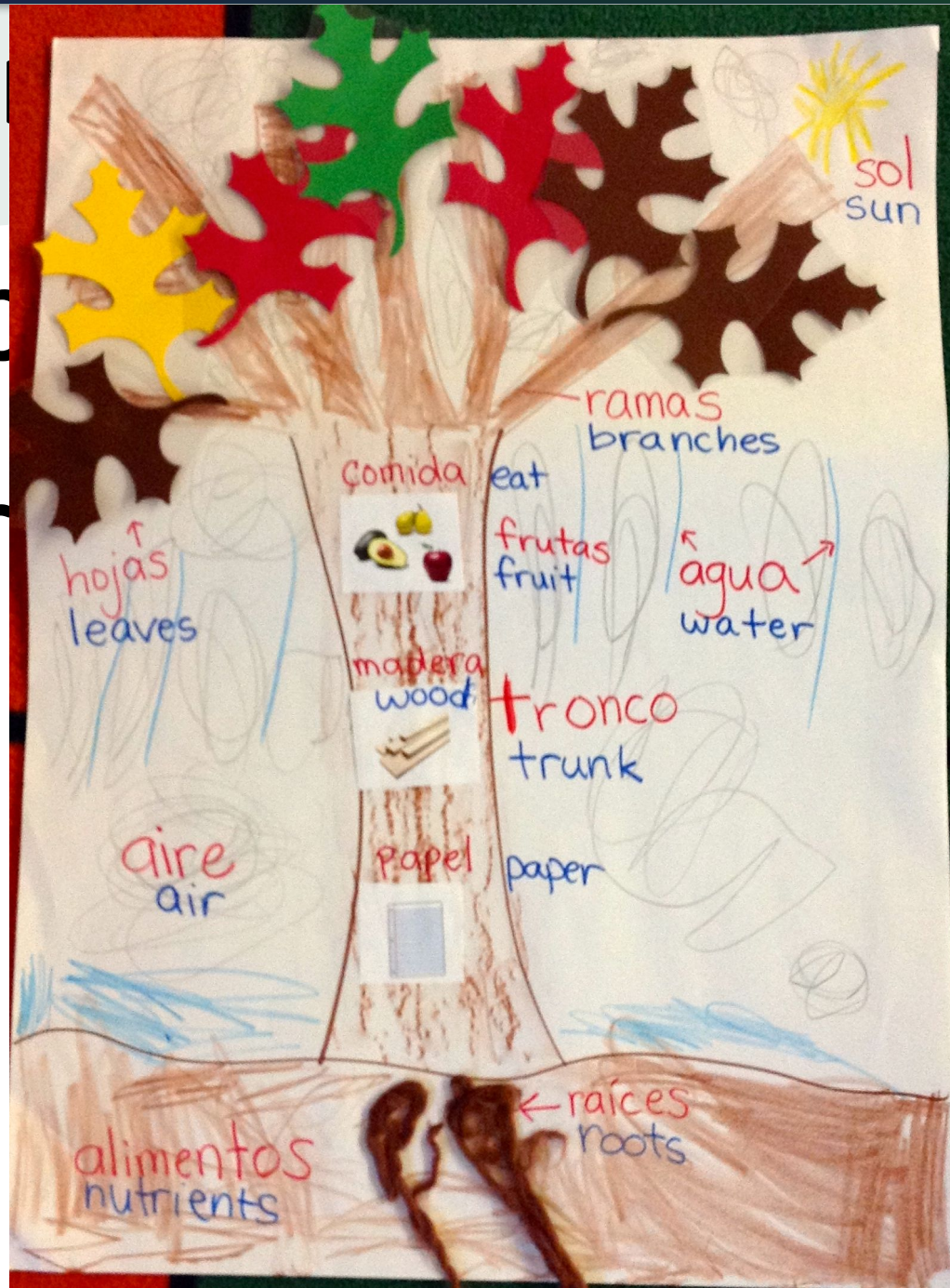
- Side by side (p.135-6)
- Illustration or graph (138-9)

Th

ges

- Side b
- Illustr

138-9)



Three types of Bridges

- Side by side (p.135-6)
- Illustration or graph (138-9)
- Así se dice (p. 139)

The Bridge I will most use with my students is...

Illustration



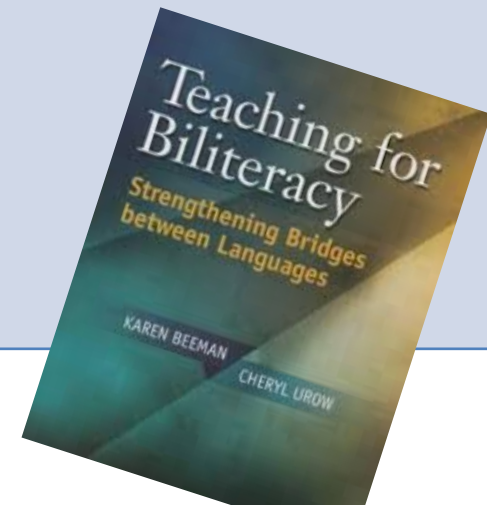
Side-by-side

• <u>Título</u>	<u>title</u>
escenario	setting
Personajes	Characters
<u>Secuencia</u>	<u>Sequence</u>
eventos	events
Primero	First
luego	next, then
al final	finally
Problema	problem
Solución	Solution

Así se dice

Construcción de Agua Water Construction

Yo sé que el agua tiene un ciclo. Aparte de ciclo tiene <u>formas</u> como <u>solida</u> , <u>liquida</u> , y <u>evaporada</u> . Un ejemplo de agua en forma <u>solida</u> es el <u>Hotel de Hielo</u> de Suecia. <u>Cuando</u> el <u>hotel</u> se derrite, el agua se convierte en forma <u>liquida</u> . Luego cuando el <u>sol</u> calienta la tierra, el agua se <u>evapora</u> en forma de <u>gas</u> .	I know that water goes through a cycle. Aside from having a cycle, water also has <u>states</u> (or <u>forms</u>) like <u>solid</u> , <u>liquid</u> , and <u>gas</u> . An example of water in solid form is the <u>Ice Hotel</u> in Sweden. <u>When</u> the <u>hotel</u> melts, the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.
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**The area of metalinguistic awareness
that I will focus on most in my
classroom is...**

phonology

morphology

**syntax and
grammar**

pragmatics