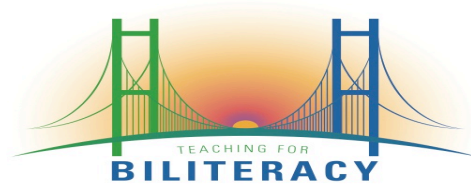


Teaching for Biliteracy Summer Institute

Friday, June 29, 2018



Center for Teaching for Biliteracy

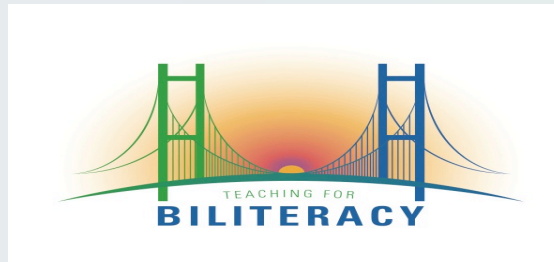


www.TeachingForBiliteracy.com

What are the elements of the Bridge and Metalinguistic Focus?



Determining the metalinguistic
focus of the Bridge



Delving Deeper into the Bridge: Metalinguistic Analysis



Choosing the Area of Metalinguistic Focus

- State Standards
- The needs of the students
- The words/phrases in the transfer Bridge
- For newcomers and younger students, start with what is the **same** between the languages, and then move to **differences**.
- For each **transfer Bridge**, one **metalinguistic Bridge**, especially in the beginning.



The Bridge in Action



Account

Sign Up

[HOME](#)

[ABOUT](#)

[BUFS](#)

[EN ESPAÑOL](#)

[RESOURCES](#)

[PROGRAMMATIC SUPPORTS](#)

[VIDEOS](#)



ESPAÑOL

ENGLISH

THE BRIDGE



The Bridge in Action

The Bridge

The Bridge

Teaching for Biliteracy is a flexible framework that takes advantage of a wide range of biliteracy strategies in order to support language, content, and literacy development in two languages. Click here for a list of biliteracy strategies: [Biliteracy Strategies Description-Beeman and Urow](#)

OTHER LINKS

[Español](#)[English](#)[The Bridge](#)

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.



**Teacher Bridge
planning notes -
This is what I
predicted the
students would
tell me**

Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennae
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

Delving Deeper into the Bridge: Metalinguistic Analysis

**There are 4 areas of metalinguistic
(or cross linguistic) analysis
p. 142 of *Teaching for Biliteracy***



metalinguistic analysis p. 142

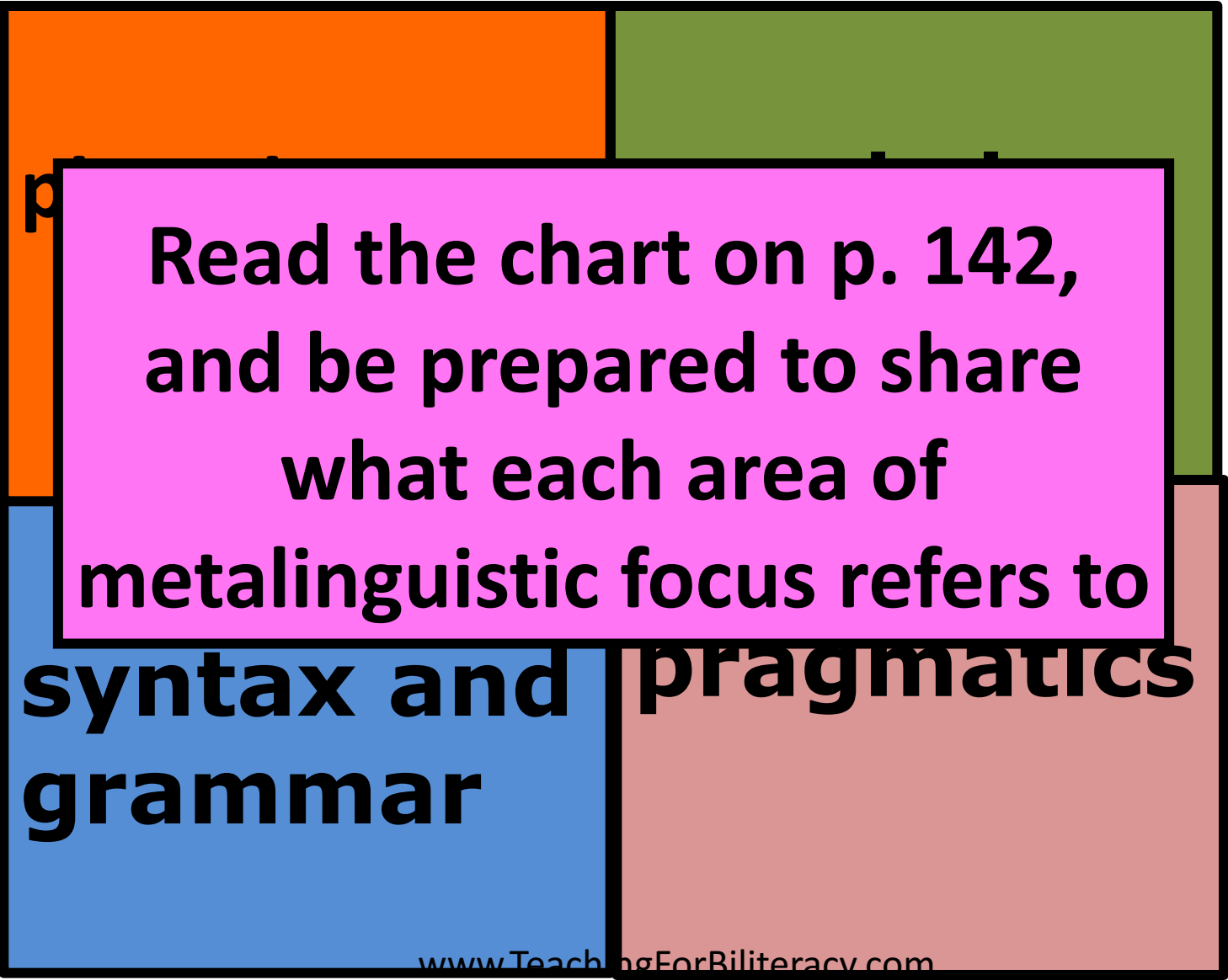
phonology

morphology

**syntax and
grammar**

pragmatics

metalinguistic analysis p. 142

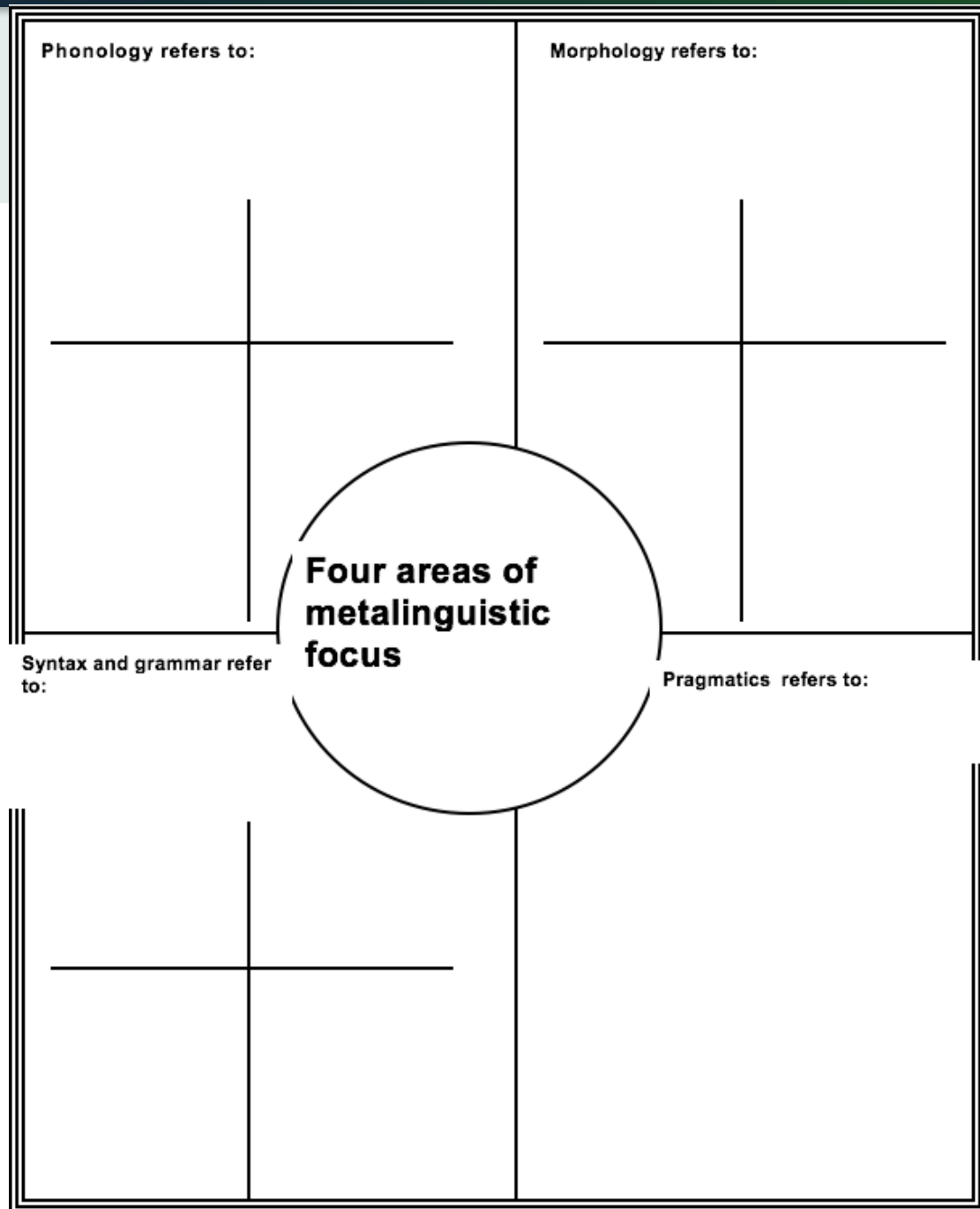


**Read the chart on p. 142,
and be prepared to share
what each area of
metalinguistic focus refers to**

**syntax and
grammar**

pragmatics

Page 5 of today's handouts

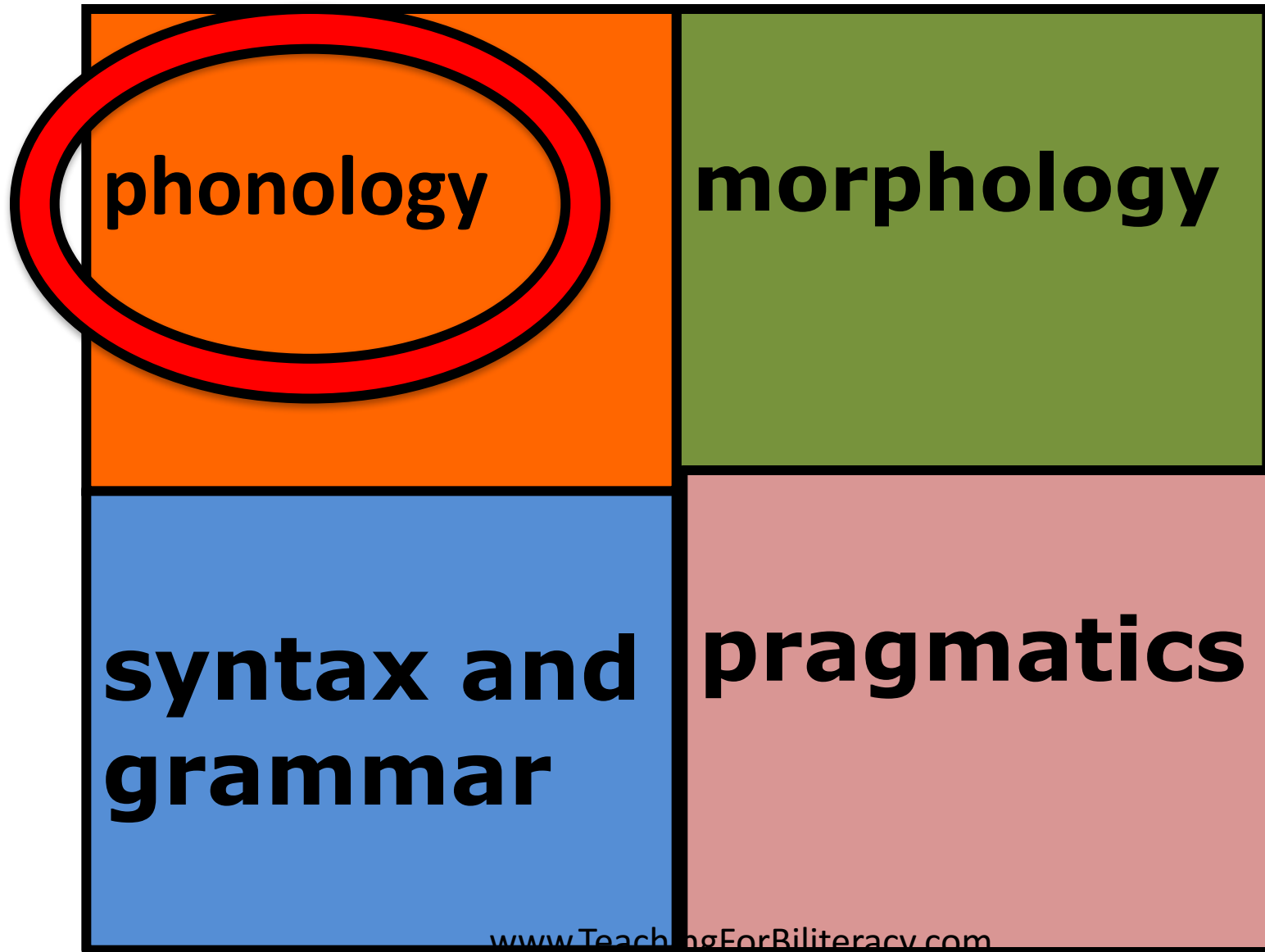


Phonology refers to...

- The sounds in the language
- The letters that make those sounds



metalinguistic analysis p. 142



Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennas
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

**Your turn -
Based on this
transfer Bridge –
what would be a
good
phonological
metalinguistic
focus?**



Choosing the Area of Metalinguistic Focus

- State Standards
- The needs of the students
- The words/phrases in the transfer Bridge
- For newcomers and younger students, start with what is the **same** between the languages, and then move to **differences**.
- For each **transfer Bridge**, one **metalinguistic Bridge**, especially in the beginning.



With your partner, create a possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

Algo aquí en
español

Something
here in English



With your partner, create a possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

Algo aquí en español	Something here in English
Students need to know what they are looking for...	So that they can continue to add to the metalinguistic Bridge chart



With your partner, create a possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

sonido inicial	Initial sound
???	???



Bridge Transfer Chart

Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennae
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennae
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

Teacher metalinguistic Bridge planning notes



With your partner, create a possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

Algo aquí en
español

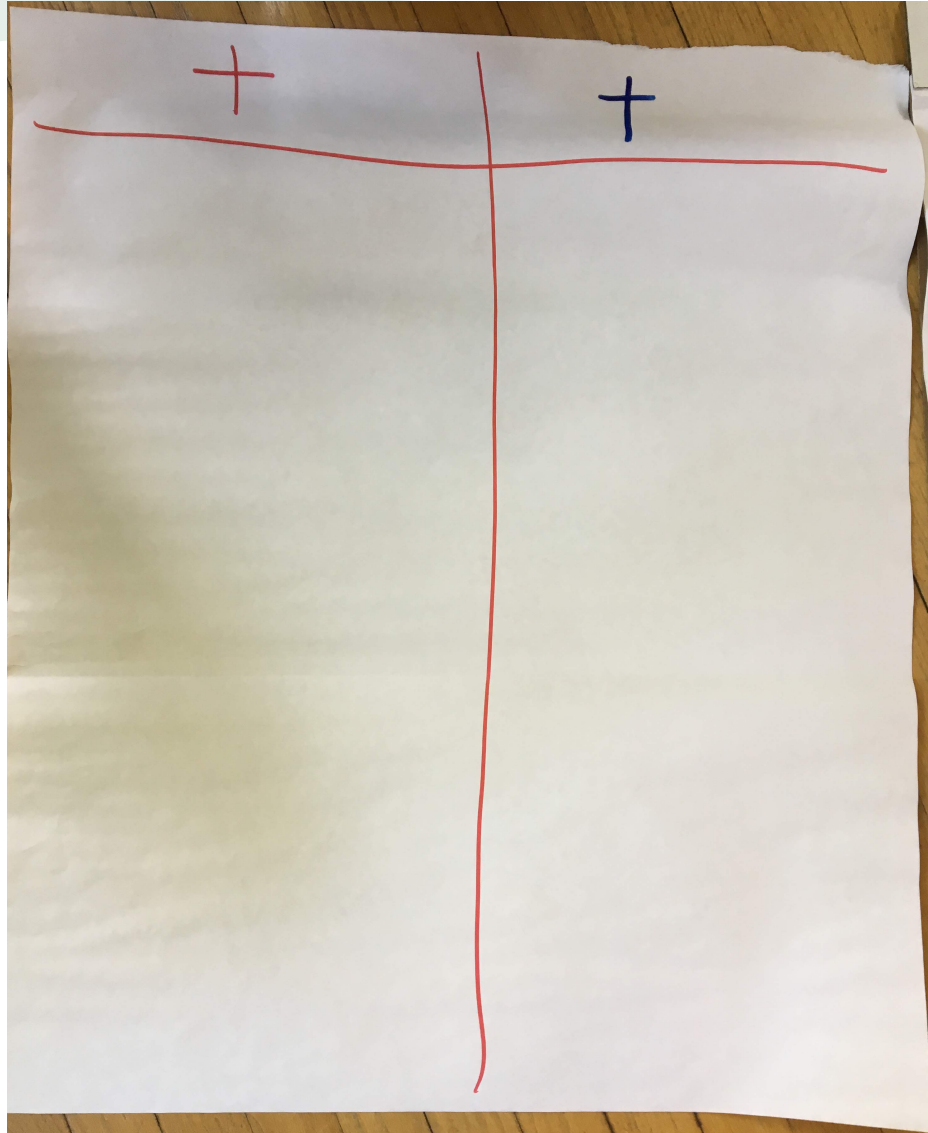
Something
here in English



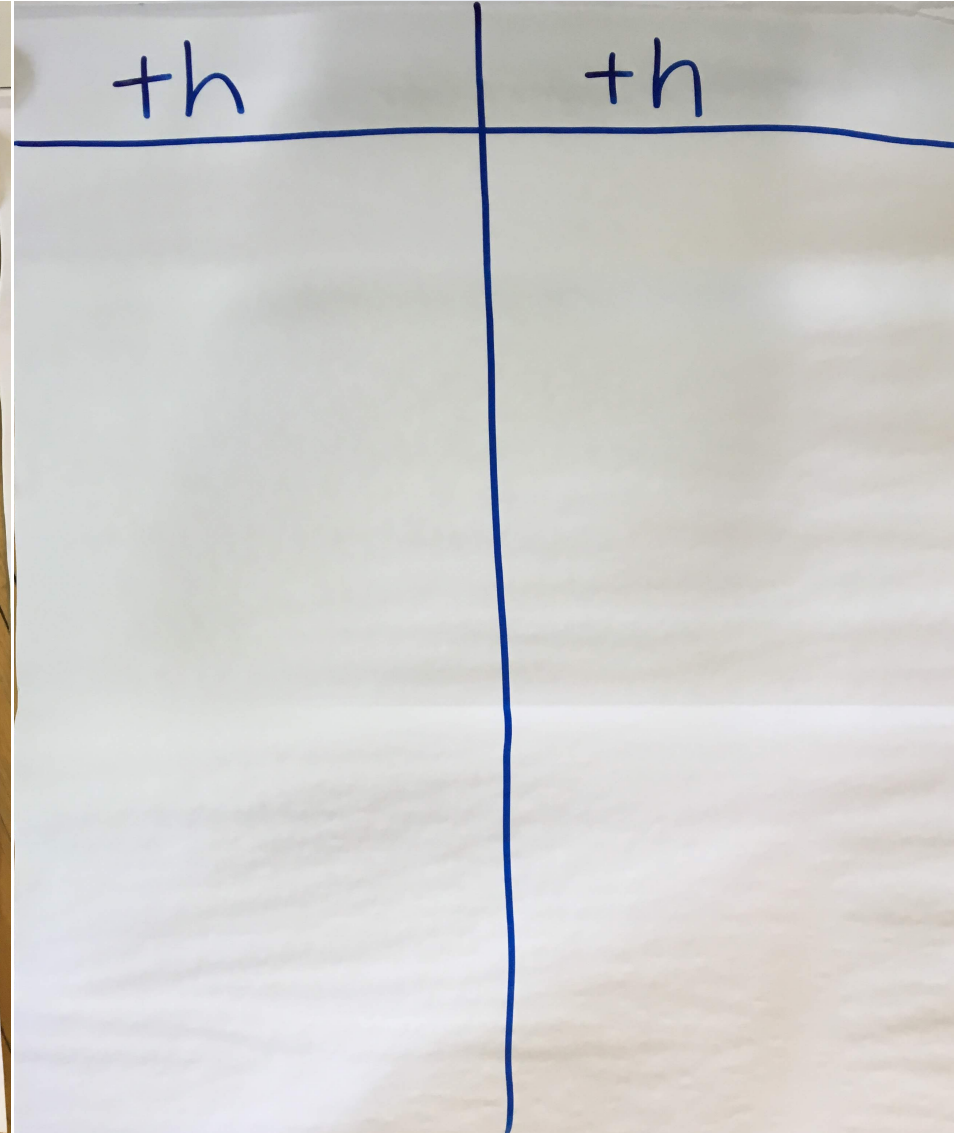
t	t	th	th
el tórax		thorax	the
los insectos	insects	three	other
tres partes	parts	think	that
las antenas	antennas	something	another
las patas		thing	
fascinantes	fascinating	month	
	ant	with	
	caterpillar		

**Teacher Bridge
planning
notes
Metalinguistic
focus**

Bridge chart – metalinguistic- in the classroom



+	+



+h	+h

Bridge chart – metalinguistic- in the classroom

+	t	th	th
el <u>t</u> orax		<u>the</u> <u>o</u> ther	<u>th</u> orax <u>th</u> ink <u>th</u> irty <u>th</u> ree Jonath <u>o</u> n

Bridge chart – metalinguistic- in the classroom

+	+
el <u>t</u> órax	<u>t</u> able
la ma <u>e</u> stra	<u>t</u> eacher
la car <u>p</u> eta	l <u>i</u> ttle

th	th
<u>t</u> he	<u>t</u> horax
<u>o</u> ther	<u>t</u> hink
	<u>t</u> hirty
	<u>t</u> hree
	Jonat <u>h</u> on

Phonology - t

ten
(tener)

ten
(10)

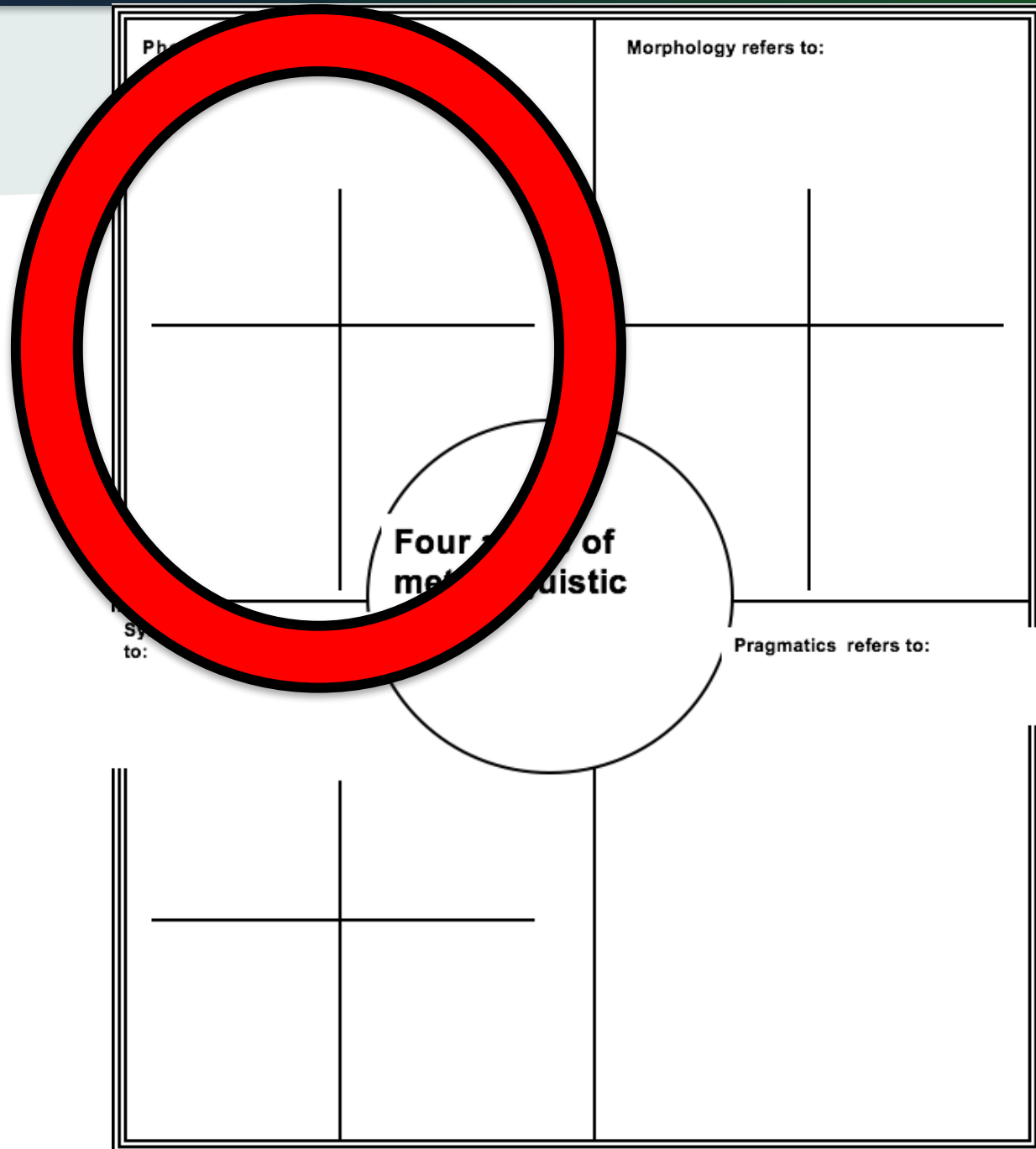


Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennas
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

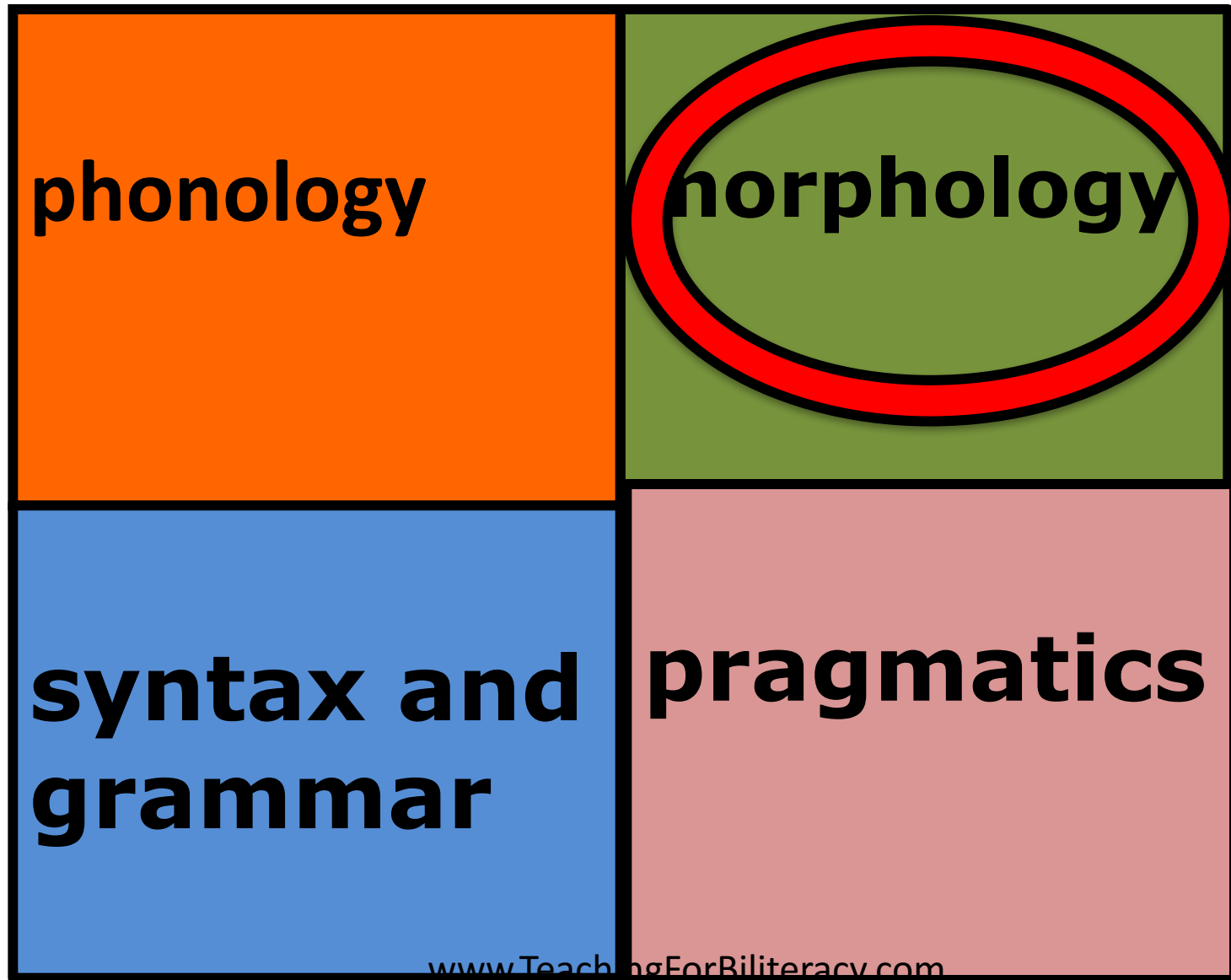
**Your turn -
Based on this
transfer Bridge –
what would be a
good
phonological
metalinguistic
focus?**



Page 5 of today's handouts



metalinguistic analysis p. 142



Morphology refers to...

- The structure of words and parts of words: stems, root words, prefixes, and suffixes.
- The relationship of words to words within the same or other languages (cognates)

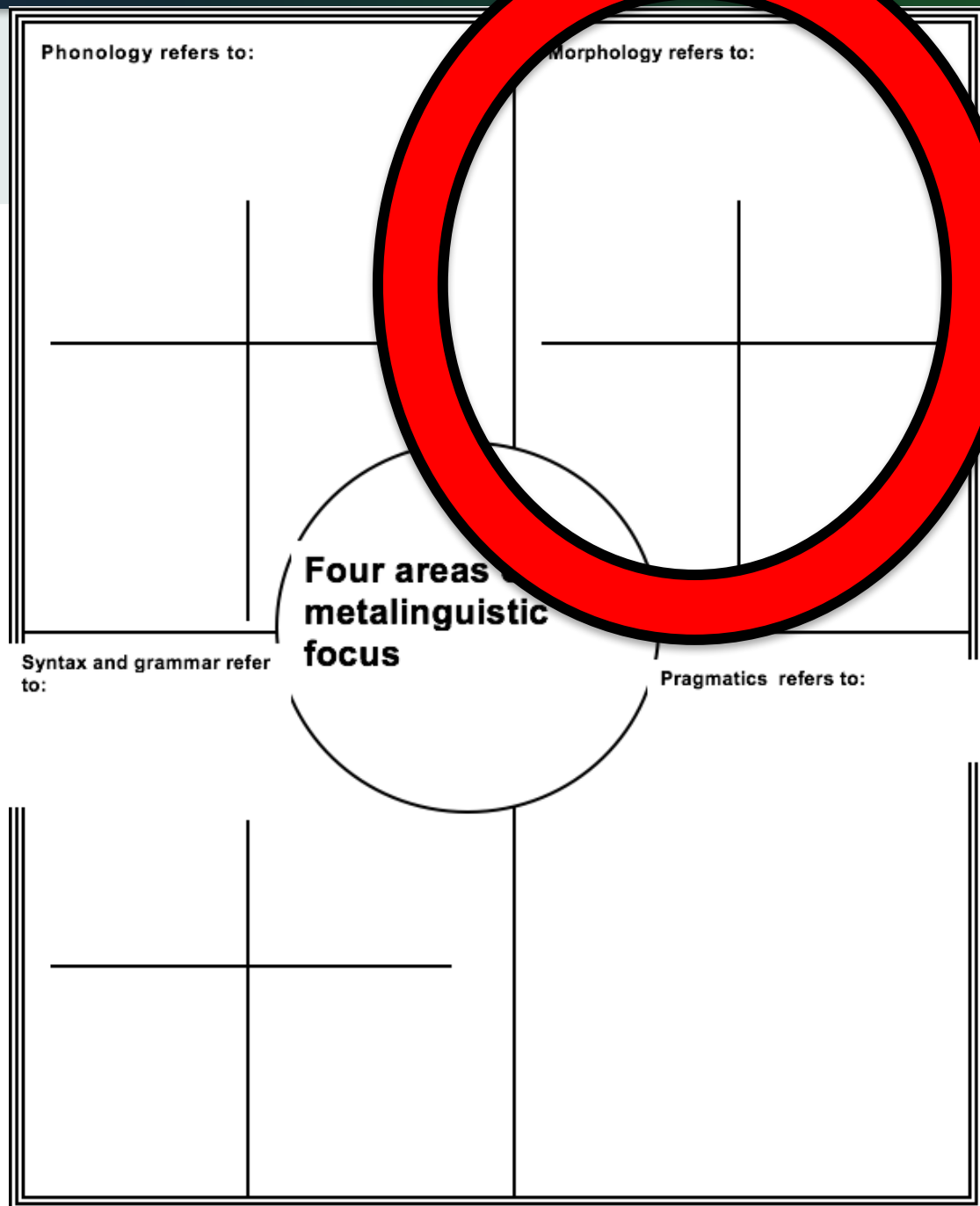


Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennas
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

Your turn -
Based on this
transfer Bridge –
what would be a
good
morphological
metalinguistic
focus?



Page 5 of today's handouts

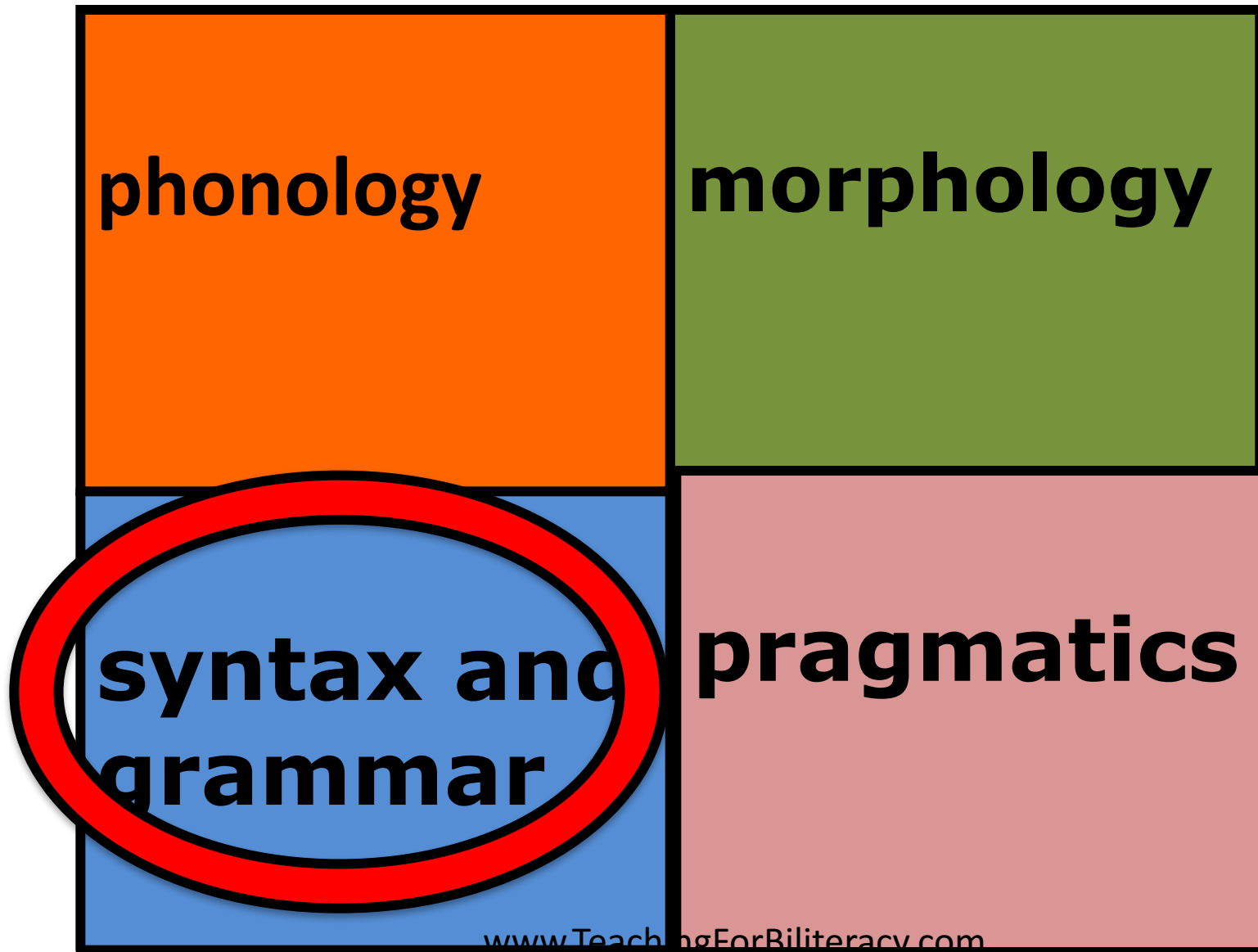




**Bridge chart –
metalinguistic-
in the
classroom**

**Students MUST
have access to
the chart –
it is a living
chart**

metalinguistic analysis p. 142



Syntax and grammar refer to...

- Sentence structure: word order
- Grammar rules: Verb conjugations, punctuation rules



Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennas
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

**Your turn -
Based on this
transfer Bridge –
what would be a
good
metalinguistic
focus on **syntax**
and grammar?**



la	las	el	los	the
la cabeza				the head
las atenas				the antennas
		el grillo		the cricket
			los insectos	the insects
la silla				the chair



Choosing the Area of Metalinguistic Focus

- The needs of the students
- For newcomers and younger students, start with what is the **same** between the languages, and then move to **differences**.
- One area of metalinguistic focus per Bridge.

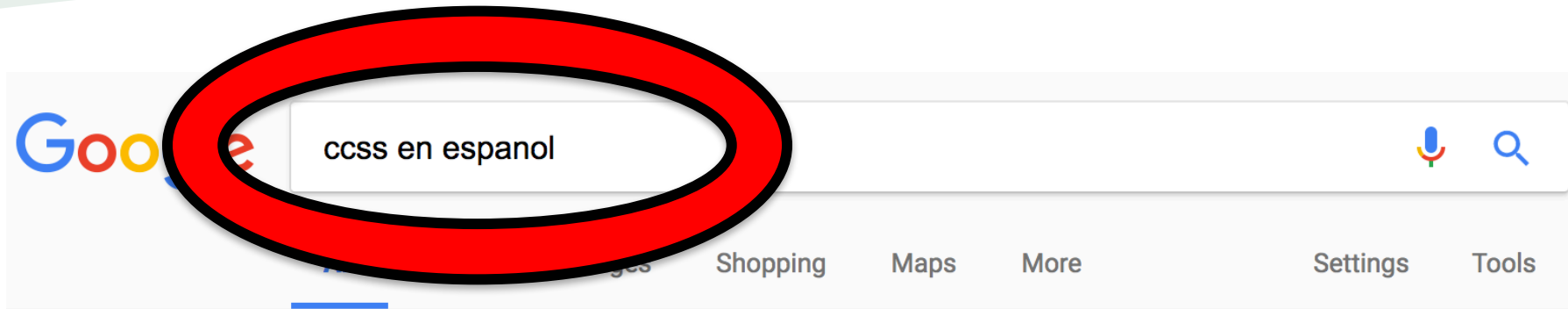


Choosing the Area of Metalinguistic Focus

- State Standards
- The needs of the student
- The words/phrases in the Bridge
- For newcomers and younger students, start with what is the **same** between the languages, and then move to **differences**.
- One area of metalinguistic focus per Bridge.



Choosing a Metalinguistic Focus: Standards



About 336,000 results (0.71 seconds)

Common Core en Espanol - San Diego County Office of Education

<https://commoncore-espanol.sdcoe.net/> ▼

Committed to providing leadership, assistance, and resources so that every student has access to an education that meets world-class standards, the Council

You've visited this page many times. Last visit: 4/17/17



Choosing a Metalinguistic Focus: Standards



COMMON CORE en Español
State Standards Initiative Translation Project

[Contact](#) | [News & Updates](#)



[Home](#)

[CC en Español Proj](#)

[CCSS en Español](#)

[CaCCS](#)

[Español](#)

[Books](#)

Sub-navigation

★ [Appendix A](#)

★ [Appendix B](#)

Mathematics

Welcome to Common Core Translation Project



Choosing a Metalinguistic Focus: Standards



COMMON CORE en Español
State Standards Initiative Translation Project

[Contact](#) | [News & Updates](#)



[Home](#)

[CC en Español Project](#)▼

[CCSS en Español](#)▼

[CaCCSS en Español](#)▼

[Books](#)▼

Sub-navigation

★ [Appendix A](#)

★ [Appendix B](#)

[SLA/Literacy](#)

[Mathematics](#)

Welcome to Common Core Translation
Project



Choosing a Metalinguistic Focus:

Standards

Pro Tip: *ALSO consult the grade before and after the grade you teach*

Files:

-  K. Kindergarten
-  1. Primer Grado
-  2. Segundo Grado
-  3. Tercer Grado
-  4. Cuarto Grado
-  5. Quinto Grado
-  6. Sexto Grado
-  7. Séptimo Grado
-  8. Octavo Grado
-  9 -10. Noveno y Décimo Grado
-  11-12 Undécimo y Duodécimo Grado
-  Grados K-5 Versión Horizontal
-  Grados 6-12 Versión Horizontal



Choosing a Metalinguistic Focus:

Standards

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

KINDERGARTEN ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares están dirigidos a fomentar el entendimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. [Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética,](#)

Choosing a Metalinguistic Focus:

Standards

KINDERGARTEN LANGUAGE STANDARDS

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 20 for a complete list and Appendix A for an example of how these skills develop in sophistication.

KINDERGARTEN ESTÁNDARES DE LENGUAJE

Los estándares para los grados K-5 ofrecen un enfoque para la instrucción cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 20 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Choosing a Metalinguistic Focus: Standards

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need and not what they already know—to discern when particular children or activities warrant more or less attention.

KINDERGARTEN ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los estudiantes que tienen dificultades. El punto es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. **Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.**

Choosing a Metalinguistic Focus: Standards

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering

- f. Produce and expand complete sentences in shared language activities.

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.

KINDERGARTEN ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes

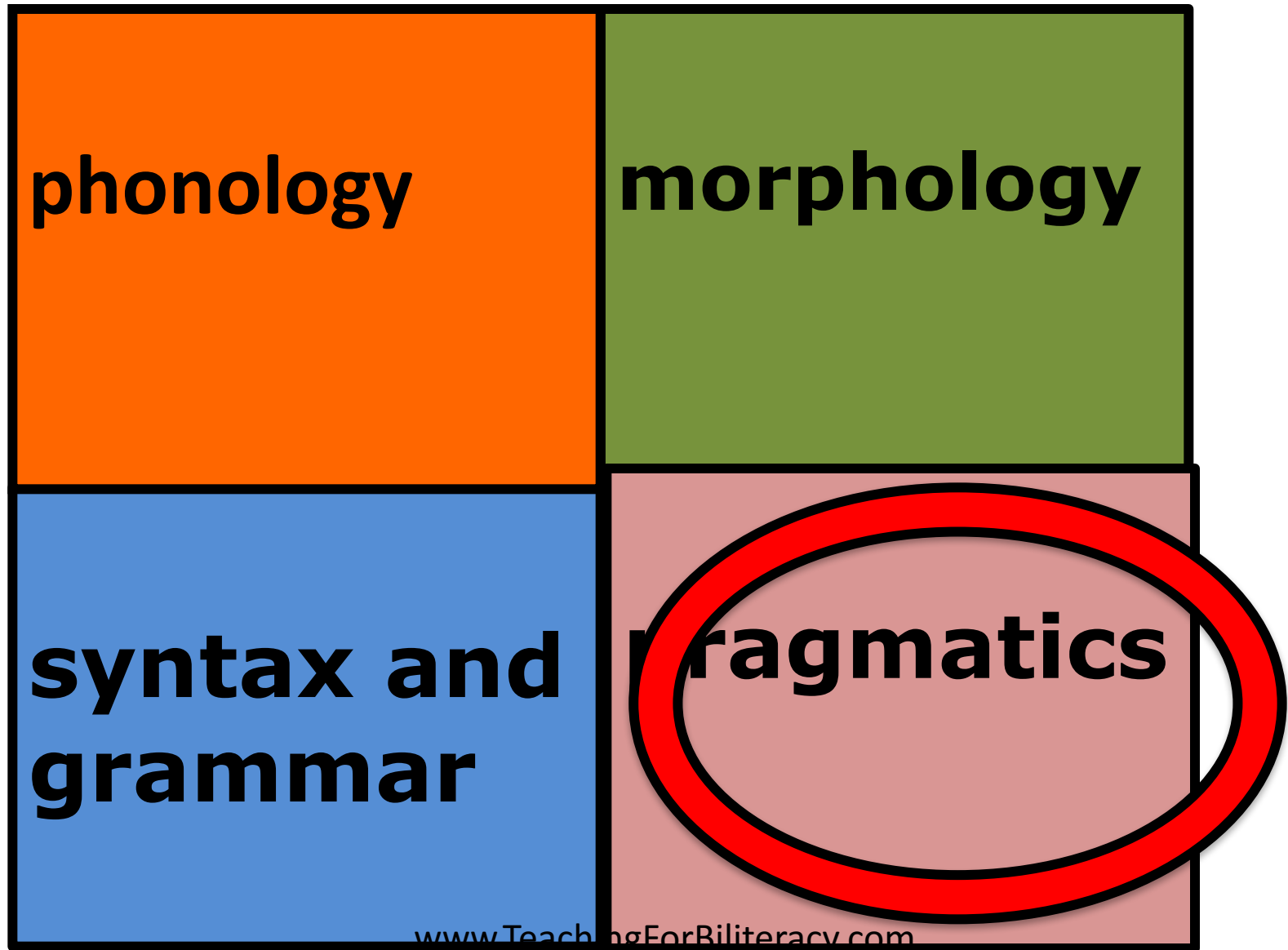
- f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje.

- g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas).

- 2. Demuestran dominio de las convenciones del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.

- a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración.

metalinguistic analysis p. 142



Pragmatics refers to...

- The contextual and cultural norms that influence and govern language use.
- “That’s how we say it.”

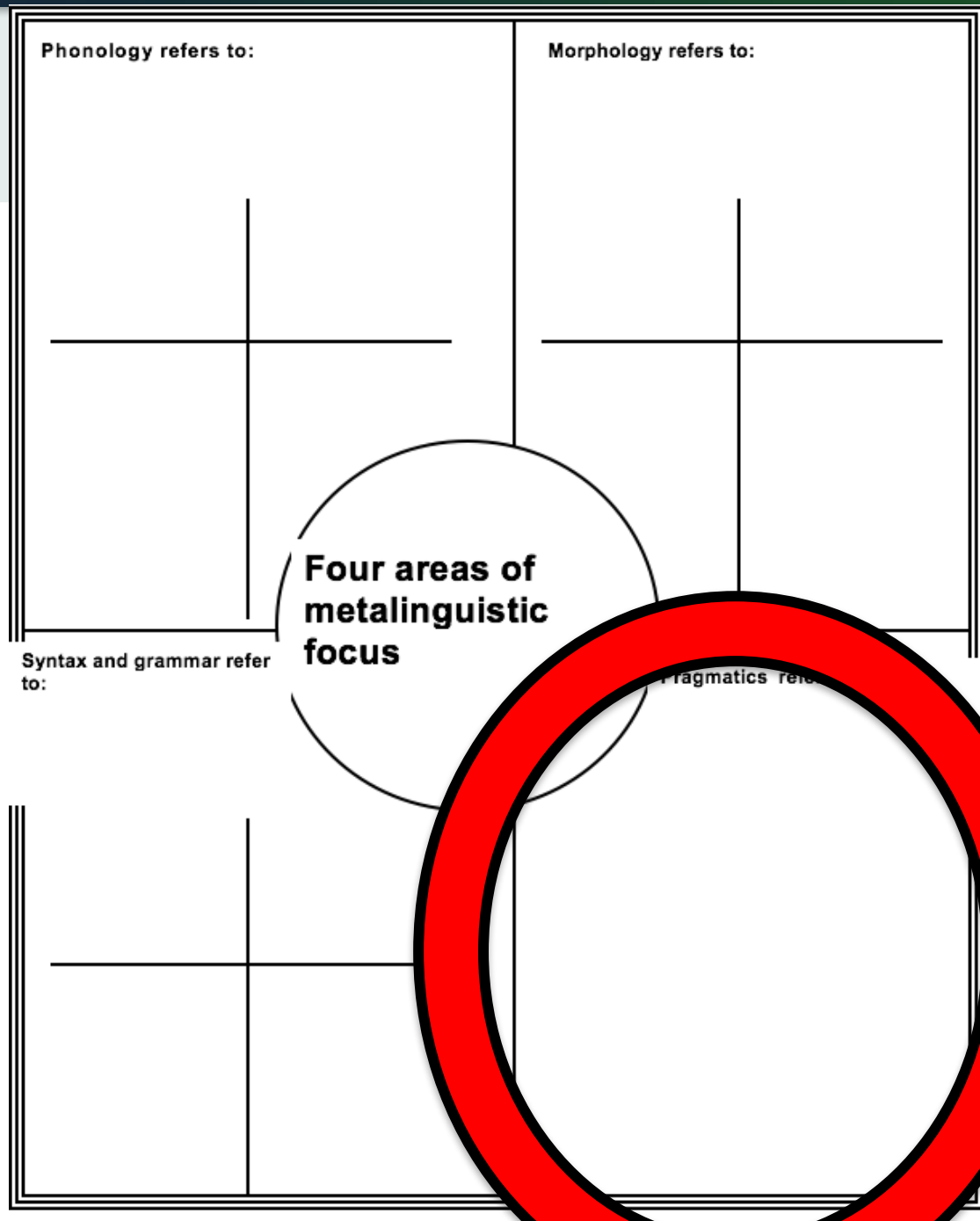


Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennae
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating

**Your turn- Based
on this transfer
Bridge – what
would be a good
metalinguistic
focus on
pragmatics?**



Page 5 of today's handouts



Thank you for a great week of learning!



Olga Karwoski



Patricia Nuñez



Dana Hardt



Melody Wharton



Cheryl Urow



Karen Beeman



Please complete this on-line evaluation with your team



<http://bit.ly/T4B2018eval>

On the final day of the workshop, please complete this short, on-line evaluation with your team:

<http://bit.ly/T4B2018eval>



Evaluations -

- Team evaluation:

<http://bit.ly/T4B2018eval>

- Individual evaluation via Sched in order to receive PD credit

Dziękuję Ci

Gracias

Thank you

