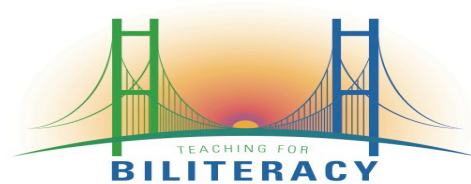


# **Teaching for Biliteracy Summer Institute**

## **Friday, June 29, 2018**



## **Center for Teaching for Biliteracy**



**[www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)**

**Friday, June 29, 2018**

# **What are the elements of the Bridge and Metalinguistic Focus**

Planning for the Bridge at the curriculum level

The two purposes of the Bridge

Determining the metalinguistic focus of the Bridge

**Institute Evaluation**

# Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking or for following the powerpoint.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



# Biliteracy Instruction

**Theme/Unit Name:**

- Content Area Standards
- Writing Standards:
- Reading Standards:

- Content Area Big Idea(s)
- Literacy Big Idea(s)
- Content Targets

- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

**Building Oracy and Background Knowledge**

**Reading Comprehension**

- Strategies and balanced literacy routines

**Writing**

- Strategies and balanced literacy routines

**Word Study and Fluency**

- Areas of word study to be studied

**Content Area Instruction**

- Inquiry
- Investigations
- Experiments
- Experiences

**Summative Assessment**

**Bridge**

**Bridge – Transfer - Extension**  
(includes: Listening, Speaking,  
Reading, and Writing in the other

**Bridge: Metalinguistic**  
While the teacher plans a specific  
metalinguistic teaching point in advance  
...ots and  
...uistics

**Formative Assessment**

**The Bridge - Chapter 10**





# Biliteracy Instruction

| Theme/Unit Name:                                                                            |                                                                                                    |                                                                                                                | Proficiency/Development Standards |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------|
| - Content Area Standards                                                                    |                                                                                                    |                                                                                                                |                                   |
| - Writing Standards                                                                         |                                                                                                    |                                                                                                                |                                   |
| - Reading Standards                                                                         | - Content Targets                                                                                  | - Summative Assessment                                                                                         |                                   |
| Oracy and Background Knowledge                                                              |                                                                                                    |                                                                                                                | Summative Assessment              |
| Reading Comprehension                                                                       | Content Area Instruction                                                                           |                                                                                                                |                                   |
| Strategies and balanced literacy routines                                                   | <ul style="list-style-type: none"><li>• Inquiry</li><li>• Investigations</li></ul>                 |                                                                                                                |                                   |
| Writing                                                                                     |                                                                                                    |                                                                                                                |                                   |
| <ul style="list-style-type: none"><li>• Strategies and balanced literacy routines</li></ul> |                                                                                                    |                                                                                                                |                                   |
| Word Study and Fluency                                                                      |                                                                                                    |                                                                                                                |                                   |
| <ul style="list-style-type: none"><li>• Areas of word study to be studied</li></ul>         |                                                                                                    |                                                                                                                |                                   |
| Summative Assessment                                                                        |                                                                                                    |                                                                                                                |                                   |
| Bridge - Transfer                                                                           | Bridge – Transfer - Extension<br>(includes: Listening, Speaking, Reading, and Writing in the other | Bridge: Metalinguistic Focus<br>While the teacher plans a specific metalinguistic teaching point in advance of | ots and<br>uistics                |

The Bridge - Chapter 10

## The Bridge - Chapter 10



|                                                                                             |                                                                  |                                                                                   |  |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------|--|
| Theme/Unit Name:                                                                            |                                                                  | Development Standards                                                             |  |
| - Content Area Standard                                                                     |                                                                  | - Summative Assessment                                                            |  |
| - Writing                                                                                   |                                                                  | - Summative Assessment                                                            |  |
| Literacy Big Idea(s)                                                                        |                                                                  | - Summative Assessment                                                            |  |
| - Content Targets                                                                           |                                                                  | - Summative Assessment                                                            |  |
| Building Oracy and Background Knowledge                                                     |                                                                  | Summative Assessment                                                              |  |
| Reading Comprehension                                                                       |                                                                  | Content Area Instruction                                                          |  |
| Strategies and balanced literacy routines                                                   |                                                                  | <ul style="list-style-type: none"> <li>Inquiry</li> <li>Investigations</li> </ul> |  |
| Writing                                                                                     |                                                                  | Summative Assessment                                                              |  |
| <ul style="list-style-type: none"> <li>Strategies and balanced literacy routines</li> </ul> |                                                                  | Summative Assessment                                                              |  |
| Word Study and Fluency                                                                      |                                                                  | Summative Assessment                                                              |  |
| <ul style="list-style-type: none"> <li>Areas of word study to be studied</li> </ul>         |                                                                  | Summative Assessment                                                              |  |
| Summative Assessment                                                                        |                                                                  | Summative Assessment                                                              |  |
| Bridge - Transfer                                                                           | Bridge - Transfer - Extension<br>(includes: Listening, Speaking) | Bridge: Metalinguistic Focus<br>(While the teacher plans a specific               |  |
| The Bridge - Chapter 10                                                                     |                                                                  | ance of<br>and<br>stics                                                           |  |



# Biliteracy Instruction

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- Summative Assessment

Building Oracy and Background Knowledge

Rea

**Oracy and Background Knowledge – Chapter 6**

**Reading – Chapter 7**

Experiments  
Experiences

**Writing – Chapter 8**

Word Study:  
• Areas

**Word Study (phonics, fluency,  
grammar) – Chapter 9**

Summative Assessment

Bridge

Bridge – Transfer - Extension

Bridge: Metalinguistic

**The Bridge - Chapter 10**

Formative Assessment



# Agree / Disagree



**Students need to learn  
everything in both  
languages in order to  
become bilingual.**



**SOCIAL LANGUAGE**

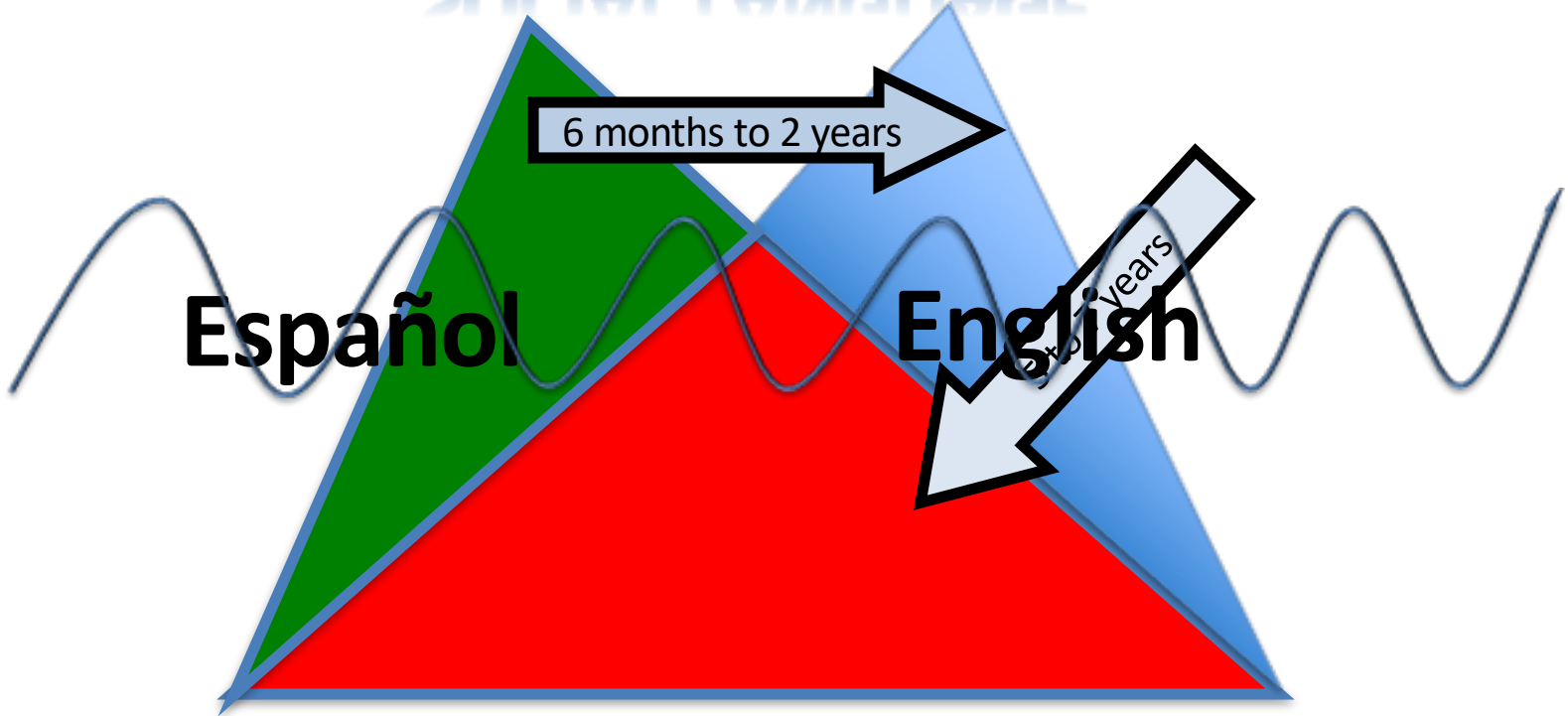
6 months to 2 years

**Español**

**English**

2 to 5 years

**ACADEMIC LANGUAGE**



**Students develop  
metalinguistic  
awareness simply by  
being bilingual.**



# Page 4

For many years in the United States we have taught students to keep their two languages separate. One reason for this practice is to avoid devaluing Spanish, which often occurs when English comes into Spanish learning time. While the potential for devaluing Spanish and thus limiting students' ability to reach deep levels of learning in Spanish is a consideration that must be addressed, keeping the two languages separate has had the unfortunate effect of emphasizing to students that what they know in one language cannot be used in their other language. We have also assumed that students have engaged in contrastive analysis on their own. But not all students know, for example, that pairs of words like *energía*–energy are cognates. Recent research has shown that bilingual students who receive instruction in how their two languages are similar and different engage more regularly and successfully in cross-linguistic transfer, the application of a skill or concept learned in one language to another language, than do bilingual students who do not receive such



# **Metalinguistic Development: Talmudic Style Reading**

- ...research has shown that bilingual students who receive instruction in how their 2 languages are similar and different engage more regularly and successfully in cross-linguistic transfer, the application of a skill or concept learned in one language to another (Dressler, Carlo, Snow, August, and White 2011). Pages 4 and 5

instruction (Dressler, Carlo, Snow, August, and White, 2011) and that bilingual students who understand how their two languages are similar and different achieve higher levels of academic success (Jimenez, García, and Pearson, 1996). The Bridge is our response to this reality.

The Bridge is a part of a unit that has been planned and organized by the teacher. Bridging, or translanguaging, however, is more flexible and spontaneous than the Bridge and need not involve the teacher. Bridging occurs during the Bridge and whenever students and teachers make connections between the two languages. When students make these connections and tap into all their linguistic resources to learn, they are bridging. Bridging is important because it promotes cross-linguistic transfer (Koda and Zehler, 2008) and leads to the development of metalinguistic awareness. Bilingual students of Spanish and English who develop metalinguistic awareness are able to identify similarities and differences between Spanish and English. Guiding students to this awareness is critical to the effective teaching of biliteracy and sets biliteracy instruction apart from monolingual literacy instruction.

# Metalinguistic Development

Bilingual students who understand how their 2 languages are similar and different achieve higher levels of academic success (Jiménez, García, and Pearson, 1996).

# The Bridge has 2 purposes.



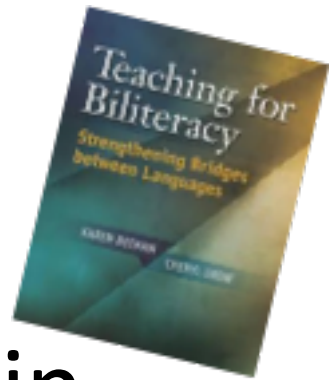
## *Bridging and the Strategic Use of Two Languages*

The purpose of the Bridge, as discussed in previous chapters, is two-fold: to help students transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different. It requires the active engagement of the students. In the biliteracy unit framework, Spanish and English are used strategically. The unit begins with literacy instruction in one language through an integrated language arts and content unit. During the next stage, the Bridge, Spanish and English are placed side-by-side as teachers and students generate the labels in the other language for what has already been learned, and then teachers help students analyze how Spanish and English are similar and different in phonology, morphology, syntax and grammar, and pragmatics. The unit ends with extension and application activities in the language to which the students bridged. Teachers undertake formative assessment in both languages throughout the unit.

In earlier discussions of the biliteracy unit framework, and in the examples that follow in this chapter, literacy instruction begins in Spanish with a Bridge to English. The biliteracy unit framework, however, is versatile, and depending on the program model and the goals of the program, the languages can be switched. Literacy and content can be developed in English with a Bridge to Spanish and reinforced through extension activities in Spanish.

# The Bridge - Page 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.



The Bridge and  
Bridging mean the  
same thing.



# The Bridge



- **The Bridge is planned by the teacher. Students play an active role.**
- **Bridging (noticing how the 2 languages are similar and different) is student generated, random and can occur anytime!**

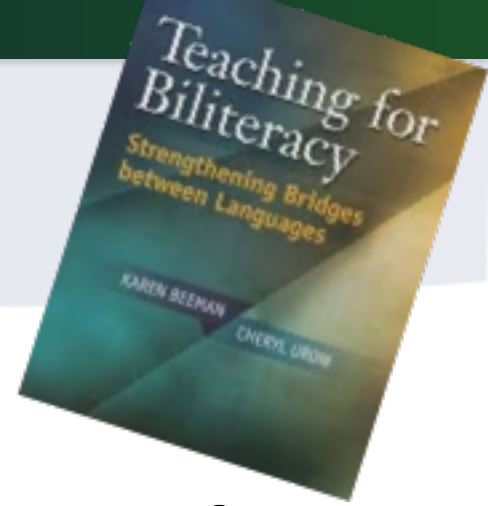


instruction (Dressler, Carlo, Snow, August, and White, 2011) and that bilingual students who understand how their two languages are similar and different achieve higher levels of academic success (Jimenez, García, and Pearson, 1996). The Bridge is our response to this reality.

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# Chapter 10

Page 133



- Read each key point with your partner using Talmudic Style Reading (As and Bs)



# Planning for the Bridge at the Curricular Level



# Example on Page 10 of your Handouts.

## Content Allocation: Planning Content in Spanish and English K-5 *Dual Language or Developmental Bilingual Programs*

The following options are meant to plan subject area coverage by language, resulting in bilingualism and biliteracy by 5<sup>th</sup> grade. In all of these samples it is assumed that:

- Both Spanish and English are taught daily.
- In two-way (Dual Language) programs, students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include English SL and Spanish SL approaches.
- Language Arts includes reading, writing, fluency, and word study and reflects the CCSS.
- In all these models the majority of content is delivered in Spanish K-2 and then becomes 50% Spanish and 50% English grades 3-5. Once the program is 50/50, the language of math addresses less language arts standards than the non-Math language.
- The options below can work with both a one-teacher model (one teacher teaches both languages) or a two teacher model (one teacher teaches Spanish and the other teacher teaches English).
- The options below are not a departmentalized

### Option A: 80/20 or 90/10 Model

Math switches to English in grade 3. Social Studies switches to English in grade 4. Science remains in Spanish, K-5.

|                       | Spanish                                                   | Bridge                                                                                                                                                                            | English                                        |
|-----------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Kindergarten<br>80/20 | 80%<br>Language Arts<br>Science<br>Social Studies<br>Math | K-2 (end of every unit).<br>Spanish to English:<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul> | 20%<br>Language Arts (Literacy-based ESL)      |
| First Grade<br>70/30  | 70%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                   | 30%<br>Language Arts                           |
| Second Grade<br>60/40 | 60%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                   | 40%<br>Language Arts                           |
| Third Grade<br>50/50  | 50%<br>Language Arts<br>Science<br>Social Studies         | Sp. to Eng.: LA, Sc. and SS.<br>Eng. to Sp.: LA and Math                                                                                                                          | 50%<br>Language Arts<br>Math                   |
| Fourth Grade<br>50/50 | 50%<br>Language Arts<br>Science                           | Sp. to Eng.: LA, Sc.<br>Eng. to Sp.: LA, Math and SS.                                                                                                                             | 50%<br>Language Arts<br>Math<br>Social Studies |
| Fifth Grade<br>50/50  | 50%<br>Language Arts<br>Science                           |                                                                                                                                                                                   | 50%<br>Language Arts<br>Math                   |



**Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).**

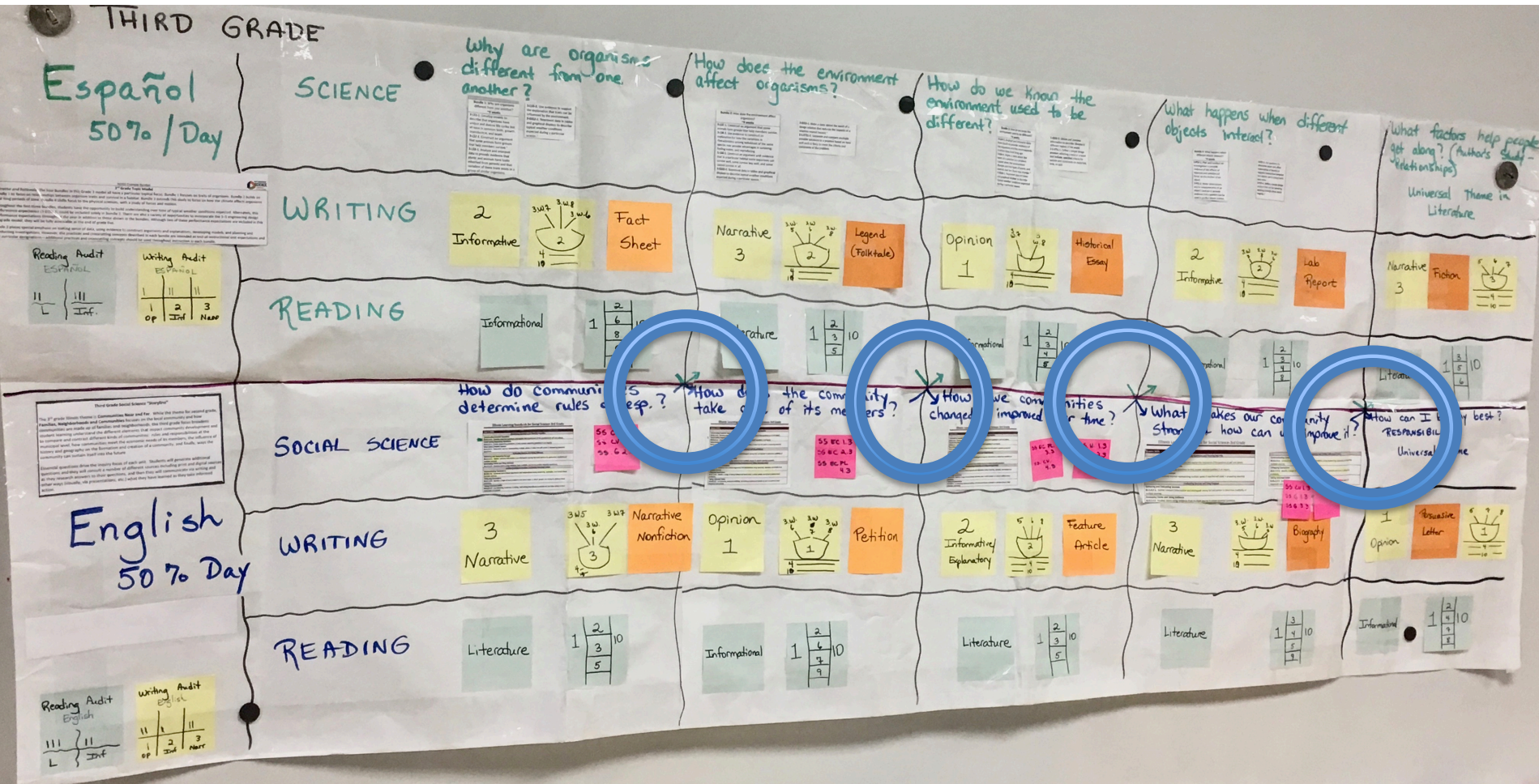
|              | Spanish                                    | Bridge                                                                                                                                                             | English                                    |
|--------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Kindergarten | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit):<br>• Language Arts<br>• Science and Social Studies<br>English to Spanish (end of every unit):<br>• Language Arts<br>• Math | Language Arts<br>Math                      |
| First Grade  | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit):<br>• Language Arts<br>• Science and Social Studies<br>English to Spanish (end of every unit):<br>• Language Arts<br>• Math | Language Arts<br>Math                      |
| Second Grade | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit):<br>• Language Arts<br>• Science and Social Studies<br>English to Spanish (end of every unit):<br>• Language Arts<br>• Math | Language Arts<br>Math                      |
| Third Grade  | Language Arts<br>Math                      | Spanish to English (end of every unit):<br>• Language Arts<br>• Math<br>English to Spanish (end of every unit):<br>• Language Arts<br>• Science and Social Studies | Language Arts<br>Science<br>Social Studies |
| Fourth Grade | Language Arts<br>Math                      | Spanish to English (end of every unit):<br>• Language Arts<br>• Math<br>English to Spanish (end of every unit):<br>• Language Arts<br>• Science and Social Studies | Language Arts<br>Science<br>Social Studies |
| Fifth Grade  | Language Arts<br>Math                      | Spanish to English (end of every unit):<br>• Language Arts<br>• Math<br>English to Spanish (end of every unit):<br>• Language Arts<br>• Science and Social Studies | Language Arts<br>Science<br>Social Studies |







# Standards-Based Biliteracy Maps plan instruction for the year



# **Planning for the Bridge at the Instructional Level**





# Second Edition Updated BUF

## Theme/Unit

- Content Area Standards

- Content Area Big Idea(s)

-Language Proficiency/Development Standards

- Writing Standards:

- Literacy Big Idea(s)

- Language Targets

- Reading Standards:

- Content Targets

- Summative Assessment

## Building Oracy and Background Knowledge

## Reading Comprehension

Content

## Writing

## Word Study and Fluency

## Summative Assessment

Formative Assessment

## Language - Transfer

**Bridge – Transfer - Extension** (includes: Listening, Speaking, Reading, and Writing in the other language)

## Bridge: Metalinguistic Focus

While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.

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**Building Oracy and Background Knowledge**

**Content**

**Reading Comprehension**

**Writing**

**Word Study and Fluency**

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# **The Bridge: Transfer and Metalinguistic Development**



# **The Bridge:**

- 1. Transfers content**
- 2. Develops Metalinguistic Awareness via contrastive analysis**



# Bridge Transfer



Español  
el posillo



English  
hallway

el comedor



lunchroom

quedamos  
sentados



Sit down

caminamos  
en la  
fila



walk in  
a straight  
line

Español

leemos  
calladitos



English

read  
quietly

el salón



Classroom

la biblioteca



library

levantamos  
la mano



raise our  
hand





## Los organismos

necesitan agua

necesitan aire

necesitan recursos  
de su medio  
ambiente



## Organisms

need water

need air

need resources  
from their  
environment.





# Bridge Metalinguistic Development



Español  
cognados  
organismos

aire

animales

social

socotines

troca

English  
cognates  
organisms

air

animals

academic

socks

truck



||

pasillo

calladitos

tortilla

quesadilla

llamar

||

hallway

ball

wall

yellow

hello

call



## 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 (Bridge Transfer)                        |              |

[www.teachingforbilitery.com/videos/Bridge](http://www.teachingforbilitery.com/videos/Bridge)

El ciclo de vida de la mariposa

Animales que comen...

Cultura  
Culture

Comunidad  
Community

transporte  
transportation

fuerzas  
forces

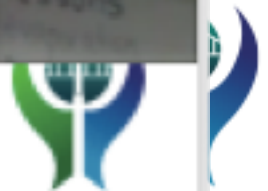
especial  
special

especial  
special

especial  
special

idea principal - main idea

Students generate language for the bridge



| Element of the Bridge                                                           | Observations |
|---------------------------------------------------------------------------------|--------------|
| 4. Bridge Transfer- Match the key words/phrases/sentences to the other language |              |
| 5. Bridge - Metalinguistic focus                                                |              |
| 6. What happens tomorrow? And the next day? (Bridge Extension)                  |              |



# **Bridge Extension: Focus on Language**





## *Extension Activities*

Students need an opportunity to extend their learning from one language to the other. At a minimum, extension activities should include all four language domains (listening, speaking, reading and writing) and authentic literacy tasks. The extension activities in the discussion that follows are based on a biliteracy unit that begins with the development of literacy knowledge and skills in Spanish with a Bridge to English. They focus on language rather than content and include work in all four language domains. Instruction during these extension activities is differentiated so that language is scaffolded through the use of English-language development standards and goals for English language learners. (Spanish-language development standards and goals for Spanish language learners are used in a program that bridges from English to Spanish.)



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**Formative Assessment**

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language)

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While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

