

Sea-Tac Summer Institute 2018:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Thursday, July 27, 2018



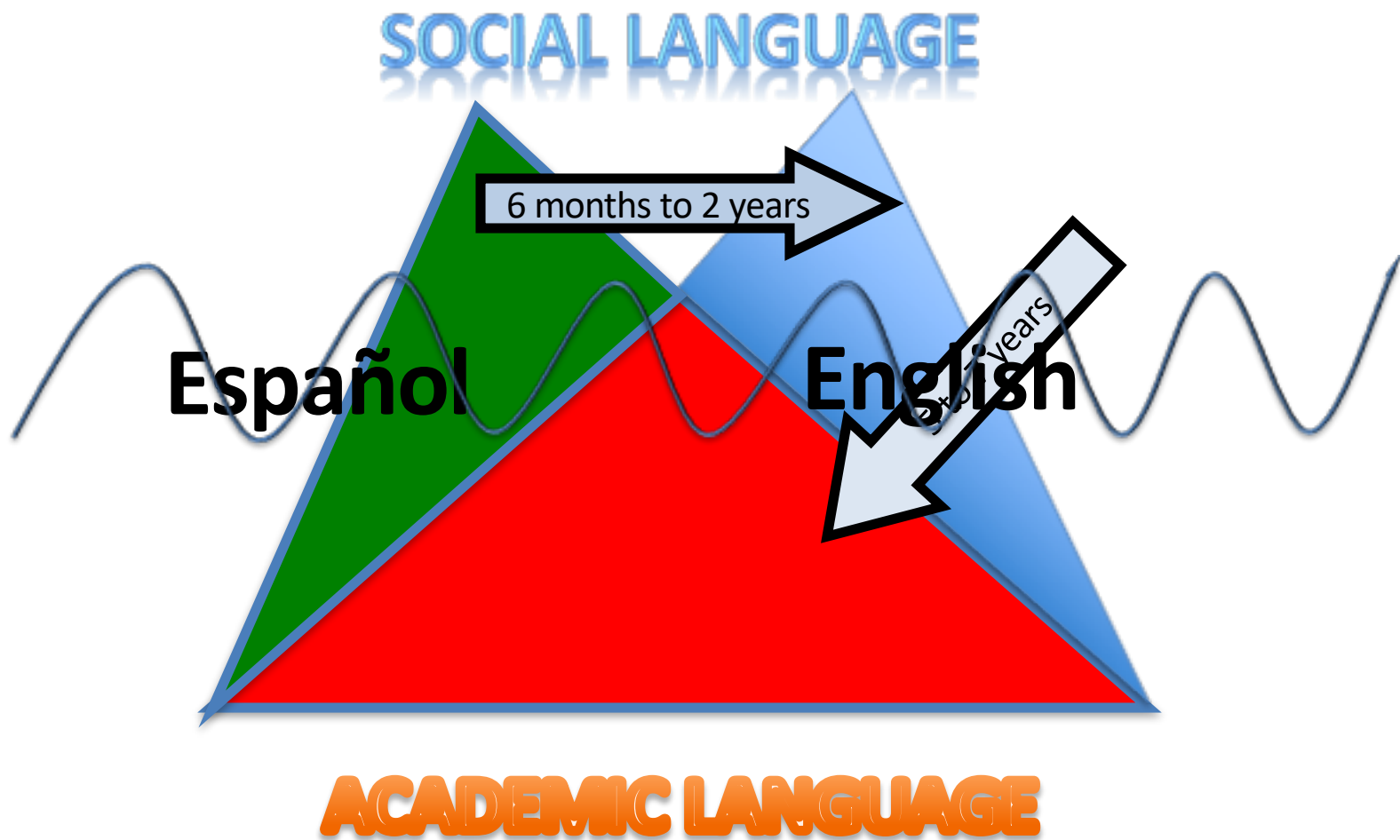
**What are the
elements of the
Bridge Transfer and
Metalinguistic Focus?**

Agree / Disagree



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





**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.



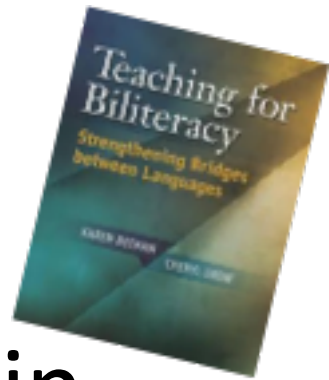
Bridging and the Strategic Use of Two Languages

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



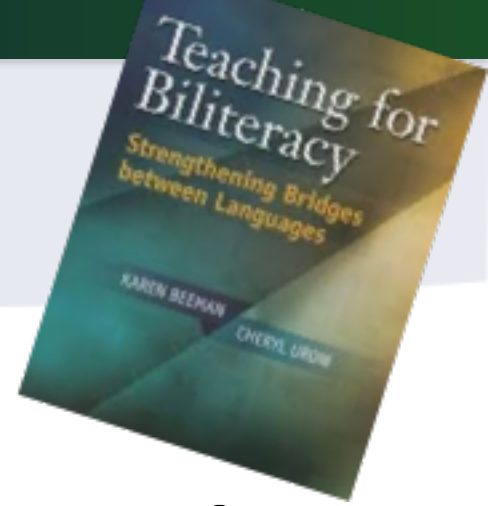
- **The Bridge is planned by the teacher. Students play an active role.**
- **Bridging (noticing how the 2 languages are similar and different) is student generated, random and can occur anytime!**

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.

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.

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 5th 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 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Science Social Studies	Sp. to Eng.: LA, Sc. and SS. Eng. to Sp.: LA and Math	50% Language Arts Math
Fourth Grade 50/50	50% Language Arts Science	Sp. to Eng.: LA, Sc. Eng. to Sp.: LA, Math and SS.	50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math

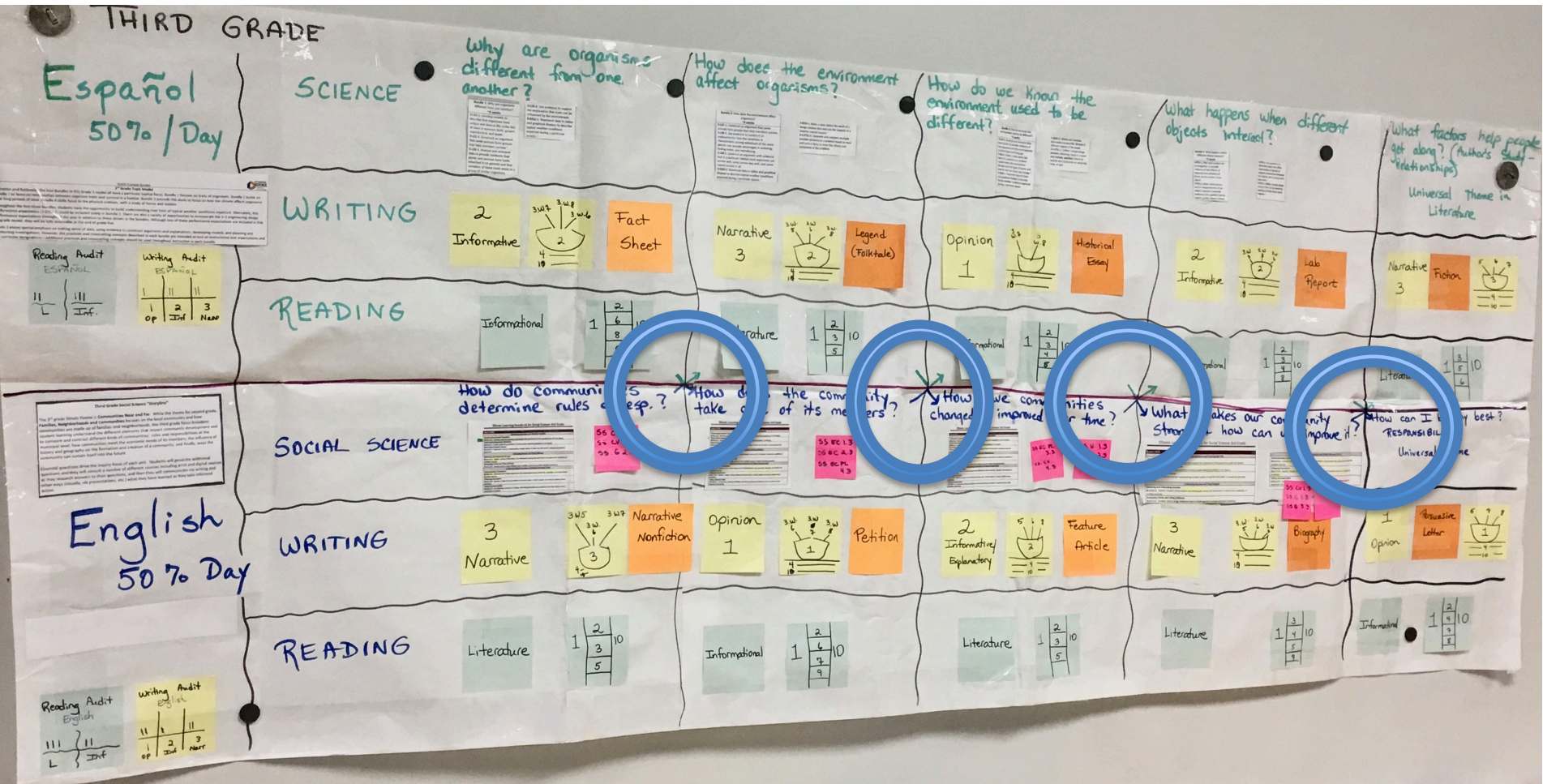


Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).

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

Second Edition Updated BUF

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

Content

Reading Comprehension

Writing

Word Study and Fluency

Summative Assessment

Formative Assessment

Bridge - 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.

The Bridge: Transfer and Metalinguistic Development



Bridge Transfer



This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

Theme/Unit Name: *Reglas y Lugares*

Grade Level: Kindergarten

Content Big Idea: I want my students to understand that community members have responsibilities such as following rules. For example: In my school community, we walk in a quiet line in the hallway. In the classroom, we raise our hands, etc.

Literacy Big Idea: I want my students to understand that when reading informational texts, it is important to identify the author's main idea and details in order to write an informational piece about rules and responsibilities in school.

Building Oracy and Background Knowledge

- Concept Attainment (p.81-82): Through a series of pictures, students learn expected behaviors in various areas of the school community.
- Sentence Prompts with Picture Cards:
 - *En la/el _____, nosotros _____.*
 - *Las reglas son importantes por que _____.*
 - *Yo soy responsable cuando _____.*
 - *Ser responsable en la escuela me ayuda a _____.*
- Total Physical Response (vocabulary development, p. 81): *la escuela, las reglas, la biblioteca, calladitos, el pasillo, la fila, el salón, levantamos la mano, el comedor, comemos sentados*

CCSS.ELA.LITERACY.RI.K.4: Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.

**Formative
Assessment:** Watch for



Bridge - Transfer

Side by Side with pictures

- Make a T-Chart leaving a middle column for pictures.
- Label the left side Español in green and the right side English in blue.
- Elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the Español side of the chart.
- Work together as a class to identify and write the translation to the matching Spanish word the English side of the T-Chart.

Anticipated Bridge Chart:

Español	Picture	English
la escuela,		school
las reglas		rules
la biblioteca		library
calladitos,		quietly
el pasillo		hallway
la fila		classroom
el salón,		raise our hand
levantamos la		lunch room
mano		eat while
el comedor		seated
comemos		
sentados		

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

Students will listen to how David breaks the rules in the book *No David!* by David Shannon. As the book is read and a rule is read, the class will act like they are telling David what to do.

"David don't run, walk instead."

"David listen to your parents when they ask you to do something."

The class will act out the rules as they wrote them and practice the language in partnerships.

CCSS.ELA.LITERACY.RL.K.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.

CCSS.ELA.LITERACY.RL.K.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

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.

Metalinguistic Skills:

Phonology:

Letters that sound different in Spanish and English

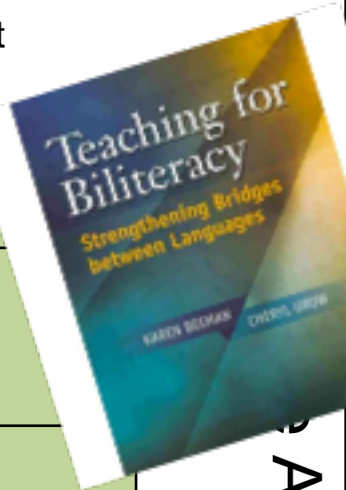
- a (*la*, classroom)
- t (*biblioteca*, quiet)
- ll (*pasillo*, hallway)



Second Edition Updated BUF

Theme/Unit		
- Content Area Standards	- <u>Content</u> Area Big Idea(s)	-Language Proficiency/Development Standards
- Writing Standards:	- Literacy Big Idea(s)	- Language Targets
- Reading Standards:	- Content Targets	- Summative Assessment
Building <u>Oracy</u> and Background Knowledge		
Reading Comprehension		Formative Assessment
Content		
Writing		
Word Study and Fluency		
Summative Assessment		
Bridge - Transfer	Bridge – Transfer - Extension (includes: Listening, <u>Speaking</u> , Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While this is the teaching point planned by the teachers, the teachers also <u>accepts</u> and highlights other areas of metalinguistics noticed by the students.

Theme	BILITERACY UNIT FRAMEWORK (BUF Page 16 and 17) Units on the map are then created using this framework Content Big Idea(s) s	
Standards: - Content A - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards	Content Area Targets Language Targets	Summative Assessment
Building Oracy and Background Knowledge		
- Interactive, hands-on activity - Vocabulary Development		
Reading Comprehension		
- Guided Reading - Read aloud - Readers' Workshop - Partner reading		
Writing		
- Guided Writing - Writers' Workshop		
Word Study and Fluency		
- Decoding - Phonics - Spelling		
Summative Assessment		
Bridge		
Metalinguistic Skills		
Extension Lesson or Activity		



Assessment

Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:30	Specials	Half are offered in Spanish and half in English at FPG
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

Sample schedule
30/20 model



Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

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7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
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9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:30	Specials	Half are offered in Spanish and half in English at FPG
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

What is this district's language and content allocation plan?

Sample schedule
30/20 model



50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts • Oracy Development • Science experiments • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00 to 10:30	Independent Reading Time and/or Intervention Time: This is when students are pulled; not any other time*	Spanish/English or Both
10:30 – 11:30	Specials*	Half are offered in Spanish and half in English at FPG
11:30-12:30	Lunch and Recess*	Student choice
12:30-2:30	Social Studies and Language Arts • Oracy development • SS experiences • Guided practice • Writing • Word study	English

What is this district's language and content allocation plan?



Bridge Transfer



Las reglas y lugares

Caminar en la fila



walk in a line

la biblioteca



library

calladitos



quiet

levantar la mano



raise your hand

~~Lugares~~

Las reglas

lugares

Rules and Places

el salón



classroom

el pasillo



hallway



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



Bridge Metalinguistic Development



ll

el pasillo

calladitos

caballo

ll

hallway

Hillary

bell





This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 2nd grade

Content Big Idea: I want my students to understand that measuring, recording, and graphing weather information, including temperature, wind conditions, precipitation, and cloud coverage (**Science TEKS 2.8 A**) is critical to identifying patterns in the data in order to make choices in clothing, activities, and transportation (**Science TEKS 2.8 B**)

Literacy Big Ideas: I want my students to understand that when reading informational texts, it is important to identify and gather relevant information from a variety of resources (**LA TEKS 1.3 C**) in order to write a travel report (recommendations) (**LA TEKS 2.12 B**) for clothing, activities, and transportation choices demonstrating their understanding of weather and seasonal patterns to make (**LA TEKS 1.3**)

Building Oracy and Background Knowledge

- Strategies – phrases and sentence prompts used

1. Total Physical Response (TPR)/ Adapted Readers Theater (ART)

El pronóstico del tiempo me dice varias cosas acerca del día.

El pronóstico del tiempo me dice la temperatura del día.

El pronóstico del tiempo me dice lo nublado que será el día.

El pronóstico del tiempo me dice la velocidad del viento.

El pronóstico del tiempo me dice cómo vestirme.

El pronóstico del tiempo me dice las actividades que puedo hacer ese día.

**Formative
Assessment**



Bridge Transfer		Bridge Transfer – Extension (Practice listening, speaking, reading and writing, in English) This is where students will practice in English what they learned in Spanish (L, S, R, W). Students will draw pictures of children dressed for different types of weather. They will also write a description of their picture. These descriptions will be shared orally, and the other students will have to match the descriptions to the pictures. ELA 2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and	Bridge Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of							
Anticipated Bridge:			Metalinguistic Skills Syntax and Grammar SIDE BY SIDE <table><tr><td>vestirse</td><td>To dress</td></tr><tr><td>hacer</td><td>To do</td></tr><tr><td>pararse</td><td>To stand</td></tr></table>		vestirse	To dress	hacer	To do	pararse	To stand
vestirse	To dress									
hacer	To do									
pararse	To stand									
Clima	Weather									
el pronóstico del tiempo	the weather forecast									
la temperatura	the temperature									
nublado	cloudy									
la velocidad del viento	wind speed									
cómo vestirse	how to dress									
qué hacer	what activities to do									
kilómetro por hora	kilometer per hour									

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	thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: ELA 2.1 A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; ELA 2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources	
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Bridge Transfer



El tiempo

~~prno~~
el pronóstico

el tiempo

el viento

la velocidad

la temperatura

vestirse

The weather forecast

forecast

the weather

the wind

the speed

the temperature

the cloud coverage
to dress



Bridge Metalinguistic Development



vestirse

to dress

dormirse

to sleep

levantarse

to wake

cambiarse

to change

bañarse

to bathe



B

This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 4th Grade

Content Big Idea: **I want my students to understand** that the geography and natural resources of a region influence the life of a community.

- For example, in Illinois, there are many lakes and rivers, making travel and industry more economical.
- For example, Illinois is very flat, which also makes travel easier.

Literacy Big Ideas: **I want my students to understand** that when reading informational texts it is important to explain how the author uses reasons and evidence to support particular points in a text in order to write and opinion about the importance of certain geographical features.

Building Oracy and Background Knowledge

- Strategies – phrases and sentence prompts used:
- Total Physical Response (TPR)
 - *la topografía*
 - *la ubicación*
 - *la llanura*
 - *la montaña*
 - *el monte*
 - *el desierto*
 - *el río*
 - *el lago*
 - *el océano*
 - *la región*
 - *la frontera*
 - *norte*
 - *sur*
 - *este*
 - *oeste*
 - *la región noreste*
 - *la región medio oeste*
 - *la región sur*
 - *la región oeste*

Formative Assessment

Bridge Transfer (Side by Side with Pictures) - Make a T-Chart leaving a middle column for pictures and label the left side <u>Spanish</u> in green and the <u>right side</u> English in blue. - Click key vocabulary from the Total Physical Response (TPR) and write those words on the left hand column of the T-Chart. - Have students create their own T-Charts in their Bridge notebooks and write their words as you write. - Next have students illustrate the words in the middle column of the T-Chart. - In small groups or pairs, have students work together to identify and write the translation to the matching Spanish word in their notebooks on the English side of the T-Chart. - Take the time to share their group responses in whole group or group to group share time. Anticipated Bridge Chart: (see next page)	Extension (includes: Listening, Speaking, Reading, and Writing) Standards: <u>CCSS.ELA-LITERACY.W.4.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <u>CCSS.ELA-LITERACY.W.4.7</u> Strategies and Activities: Conduct short research projects that build knowledge through investigation of different aspects of a topic. Based on the informational reading about the landforms and regions, students will create a model of a landform. They will describe the landform's features, describe the climate it is found in and	Bridge: Metalinguistic Focus 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. - Ask the students what they notice that is similar in the two languages. Mark those similarities with a yellow marker. - Next ask the students what they notice to be different in the two languages. Again, mark those differences with a black marker. - Create a metalinguistic chart based on those similarities or differences. Metalinguistic Focus <u>CCSS.ELA-LITERACY.L.2.3</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>CCSS.ELA-LITERACY.L.2.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>CCSS.ELA-LITERACY.L.2.2.a</u> Capitalize holidays, product names, and geographic names. Sentences - The article in Spanish is written in front of the noun but not necessary in English. - la <u>llanura</u> → plains - el <u>rio</u> → river
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Anticipated Bridge Chart: <table border="1"> <thead> <tr> <th>Spanish</th><th>Picture</th><th>English</th></tr> </thead> <tbody> <tr> <td>la llanura</td><td></td><td>plains</td></tr> <tr> <td>la montaña</td><td></td><td>mountain</td></tr> <tr> <td>el monte</td><td></td><td>mount</td></tr> <tr> <td>el desierto</td><td></td><td>desert</td></tr> <tr> <td>el río</td><td></td><td>river</td></tr> <tr> <td>el lago</td><td></td><td>lake</td></tr> <tr> <td>el océano</td><td></td><td>ocean</td></tr> <tr> <td>la región</td><td></td><td>region</td></tr> <tr> <td>las montañas</td><td></td><td>Appalachian</td></tr> <tr> <td>Apalaches</td><td></td><td>Mountains</td></tr> <tr> <td>el desierto de Sonora</td><td></td><td>Sonoran Desert</td></tr> </tbody> </table>	Spanish	Picture	English	la llanura		plains	la montaña		mountain	el monte		mount	el desierto		desert	el río		river	el lago		lake	el océano		ocean	la región		region	las montañas		Appalachian	Apalaches		Mountains	el desierto de Sonora		Sonoran Desert	how the climate has affected it. Each student will create a PowerPoint or Seesaw presentation to share the information learned.	- Capitalization of proper nouns in English is the only used for the name and not the descriptor while in English includes the descriptor and the noun. - las <u>montañas Apalaches</u> → Appalachian Mountains - el desierto de Sonora → <u>Sonoran Desert</u>.
Spanish	Picture	English																																				
la llanura		plains																																				
la montaña		mountain																																				
el monte		mount																																				
el desierto		desert																																				
el río		river																																				
el lago		lake																																				
el océano		ocean																																				
la región		region																																				
las montañas		Appalachian																																				
Apalaches		Mountains																																				
el desierto de Sonora		Sonoran Desert																																				



Bridge Transfer



Español

la llanura

norte

sur

este

oeste

accidentes geográficos

topografía

la meseta

las regiones

la Sierra Nevada

el río Mississippi

English

plains

North

South

East

West

Landforms

topography

Mesa

regions

Sierra Nevada

Mississippi River



Bridge Metalinguistic Development



America
del Sur

Traduccion

English

La Sierra Nevada

La Sierra
~~Nevada~~

Sierra
Nevada

El rio Mississippi

El Río
Mississippi

Mississ
River

Los Estados Unidos

||

United
States

El lago Michigan

EL Lago
Michigan

Lake
Michiga





This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 8th Grade

Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to:

- determine the theme of a text and analyze its development over the course of the text
- analyze how differences in the points of view of the characters and the audience create effects such as suspense in order to write a narrative (folk tale) with a universal theme (or lesson).

Building Oracy and Background Knowledge

- Talk with a Partner – “Mi mamá me decía algo similar. Ella me decía.”
- Adapted Reader’s Theater (ART) – specifically to review the following words:
 - El tema
 - El cuento
 - Los detalles
 - Universal
 - Aplicar a través de
 - Culturas
- Fish bowl
 - Mi frase dice ¿Que dice la tuya?
 - Esta dice ¿Que dice otra?
 - Hace muchos años,
 - Un día,
 - Después,
 - Luego,
 - Entonces,
 - Pero,
 - Finalmente,
- Open sort
- Group writing based on open sort

Bridge Transfer – Side-by-side

- Elicit key vocabulary of the ART from students and write on the left side column of a t-chart. All of these words should be familiar to students from previous grades because they come from standards from previous grades as early as 1st grade.
- Using the word bank, have students work in groups to create a class LEA that describes what the students learned about themes throughout the unit.
- In small groups or pairs, have students work together to identify the translation of the words on the t-chart. One at a time, have students write the translation next to the corresponding word.

Bridge – Transfer – Extension

Most secondary programs do not include extension in English in order to protect Spanish time given that only a few courses are taught in Spanish.

However, if extension time were feasible and it did not take away from Spanish time, one example of an extension would be to have students create short oral presentations explaining the universal theme in the unique folktale they each created for the summative assessment.

Bridge Metalinguistics - *Asi-se-dice*

- In small groups, have students work together, using the word bank, to write how the class LEA would be said in English. Compare the group samples.
- Possible foci:
 - **CCSS.ELA-LITERACY.L.8.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Bridge Transfer



Uno nunca
aprecia lo
que tiene

hasta que
lo pierda.

You never know
what you have
until it's gone.

One never knows
what one has until
one has lost it.



Bridge Metalinguistic Development



Español
cognados
organismos

aire

animales

social

socafines

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



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.)



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

Formative Assessment

Summative Assessment

Bridge - Transfer

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

Bridge: Metalinguistic Focus

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.



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)	



el huevo THE BRIDGE egg
 la mariposa the butterfly
 come eats
 pone lays
 crece grow
 sale hatches

Bridge Transf

la crisálida the chrysalis
 la oruga the caterpillar
 el ciclo the cycle
 las hojas the leaves
 los huevos the eggs
 la hoja the leaf
 la planta the plant

ig Idea



Element of the Bridge	Observations
4. Bridge Transfer- Match the key words/phrases/sentences to the other language	
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Bridge – Metalinguistic Focus

Metalinguistic Charts

El ciclo	The cycle
La hoja	The leaf
Los huevos	The eggs
Las hojas	The leaves



Metalinguistic Charts <u>Cognados</u>	Metalinguistic Charts <u>Cognates</u> <u>Morphology</u>
chocolate	chocolate
radio	radio
teléfono	telephone
La planta	the plant
La crisálida	the chrysalis
el ciclo	The cycle

Bridge – Metalinguistic Focus

Metalinguistic Charts	Metalinguistic Charts
El ciclo	The cycle



Element of the Bridge	Observations
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Nombre: Nickson

Fecha: _____

Título: El ciclo de vida de la mariposa

Title: _____

la mariposa sale



lays

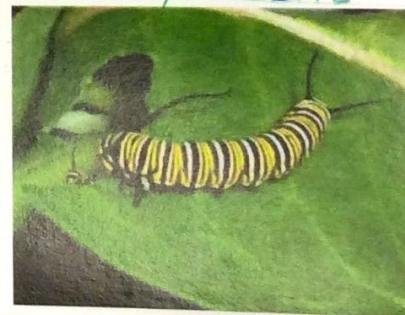


la oruga sale



hatches

la oruga come



la oruga crece



the caterpillar
grow

the caterpillar
eat

the butterfly

la crisálida



the chrysalis

Nombre: Axleen

Fecha: 11-12-14

Título: El ciclo de la mariposa

Title: The Cycle of the butterfly

La mariposa se convierte



The butterfly becomes
La oruga se convierte



La mariposa pone huevo



The butterfly lays eggs

La oruga sale



The caterpillar is born

La oruga come



The caterpillar eats



La oruga crece



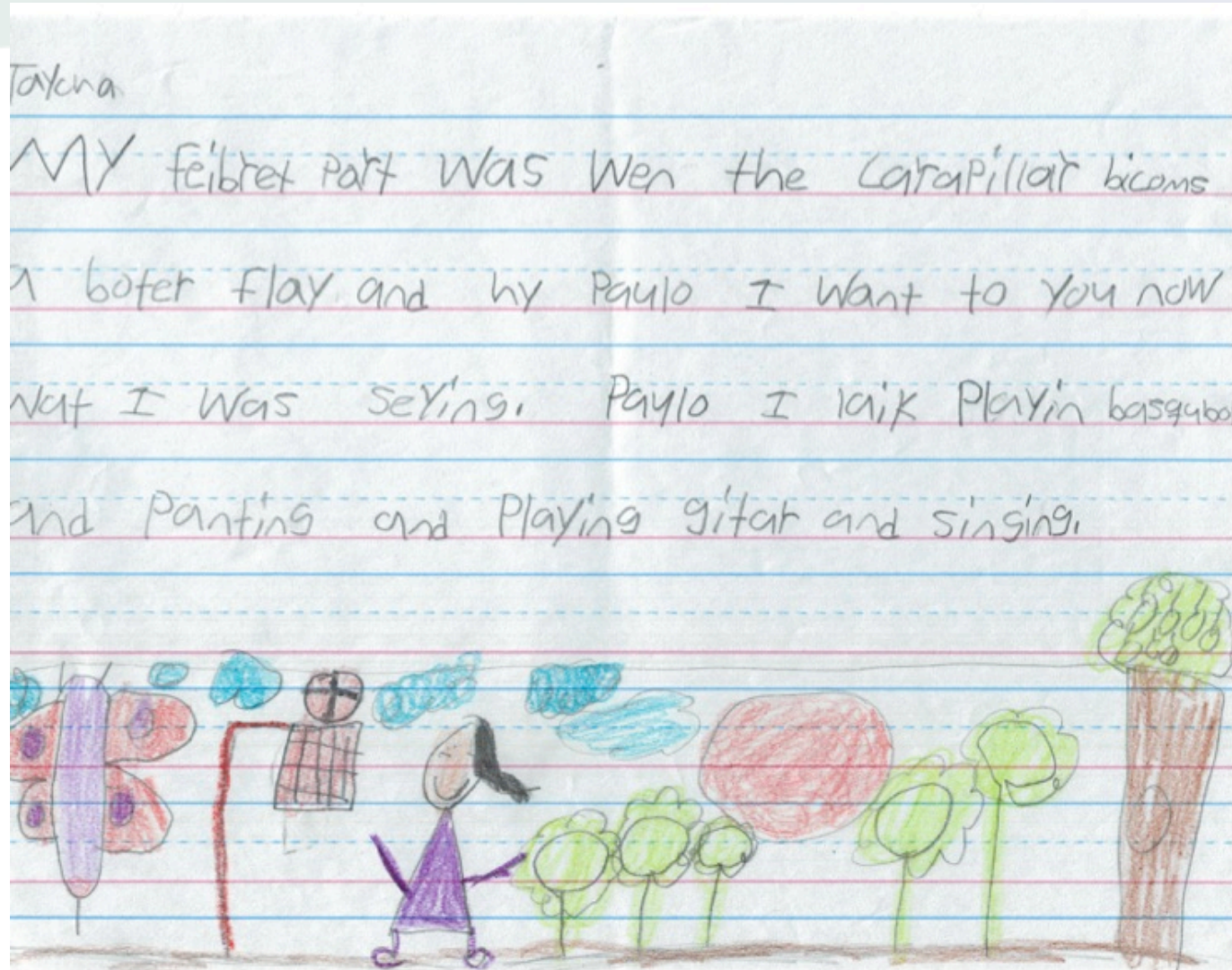
The caterpillar grows



The caterpillar becomes



Bridge – Extension – Listening, Speaking, Reading and Writing – Focus on Language



Bridge Extension: Focus on Language



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Formative Assessment

Bridge - Transfer

Bridge – Transfer - Extension
(includes: Listening, Speaking,
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In What Direction Does the Bridge Go?

Spanish to **English**

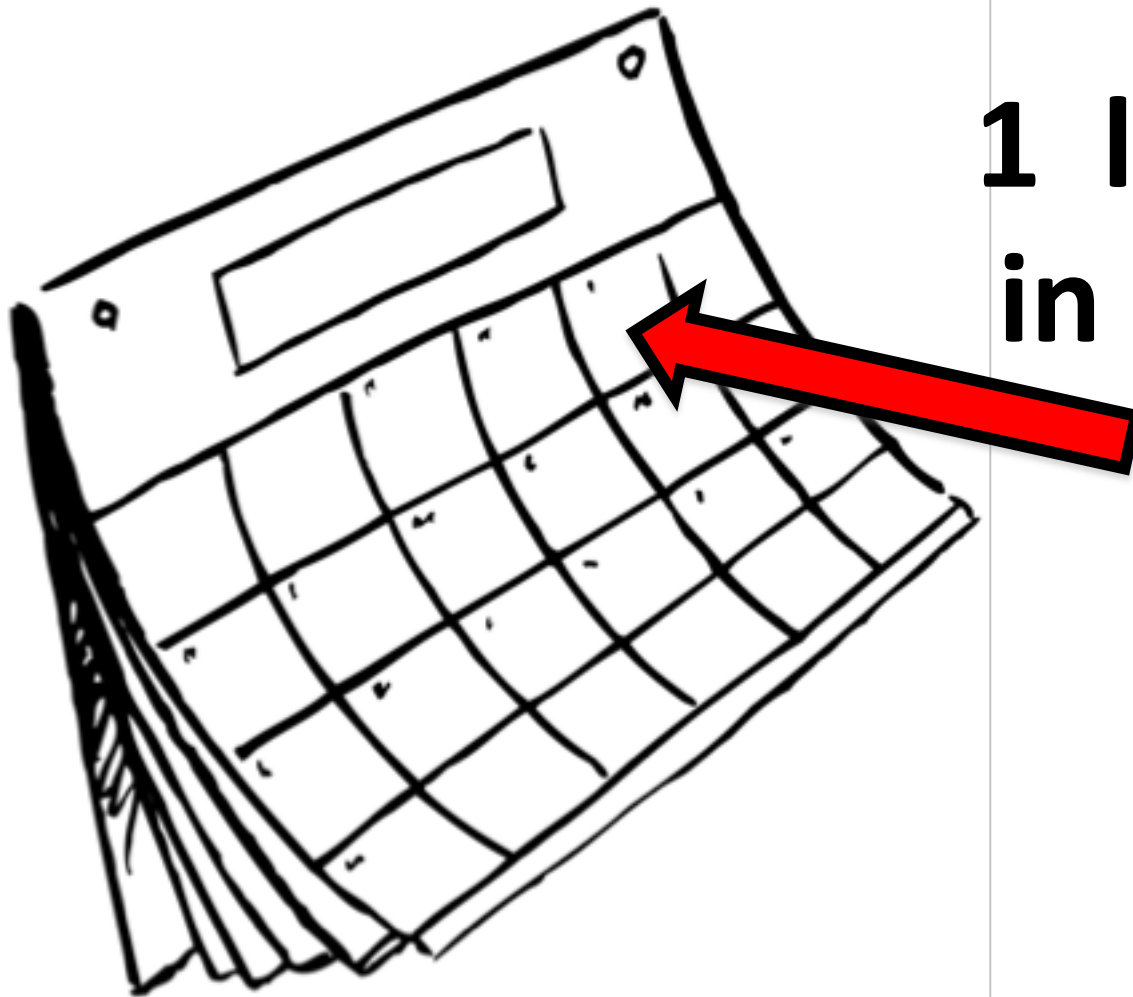


English to **Spanish**

Wharton, Center for Teaching for Biliteracy, 2017



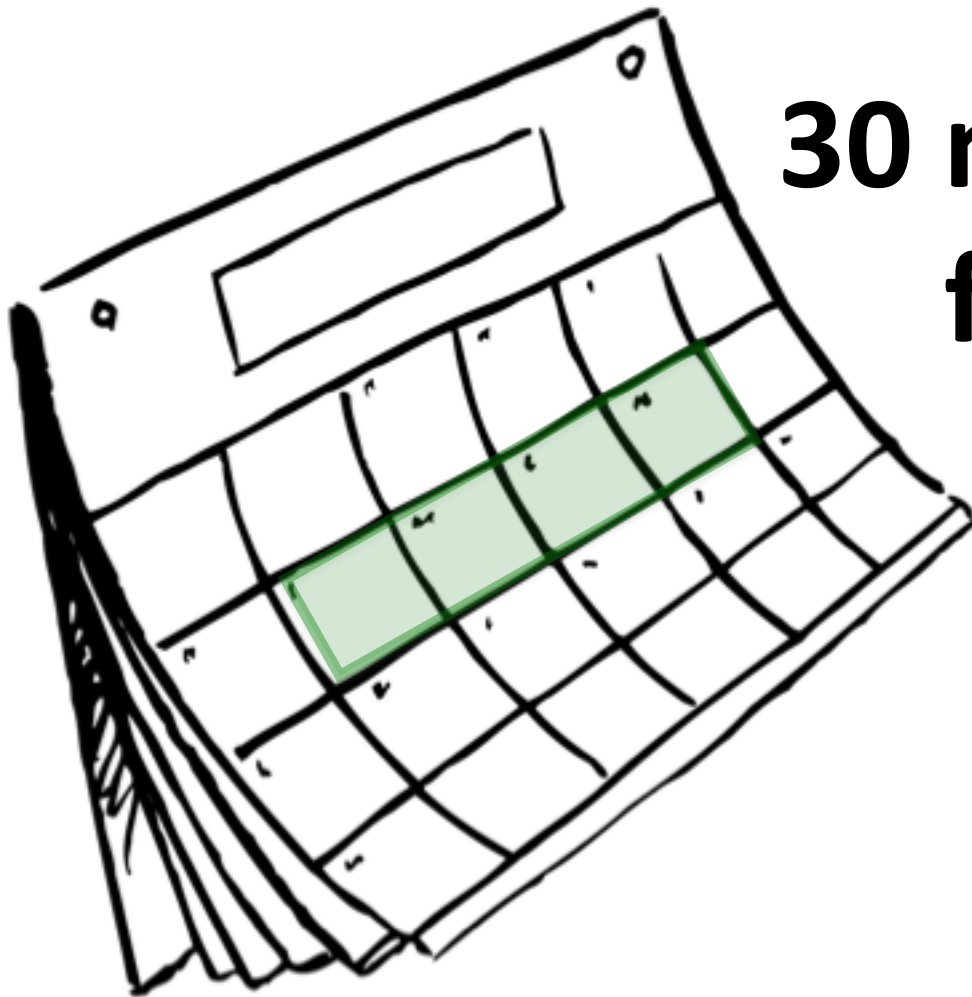
How Long Does a Bridge Take?



**1 lesson
in 1 day**



How Long Does a Bridge Take?



**30 minutes/day
for 4 days**



The Bridge in a Two-Teacher Model



Bridge Metalinguistic Focus



metalinguistic analysis p. 142

phonology

morphology

**syntax and
grammar**

pragmatics

el huevo THE BRIDGE egg
 la mariposa the butterfly
 come eats
 pone lays
 crece grow
 sale hatches

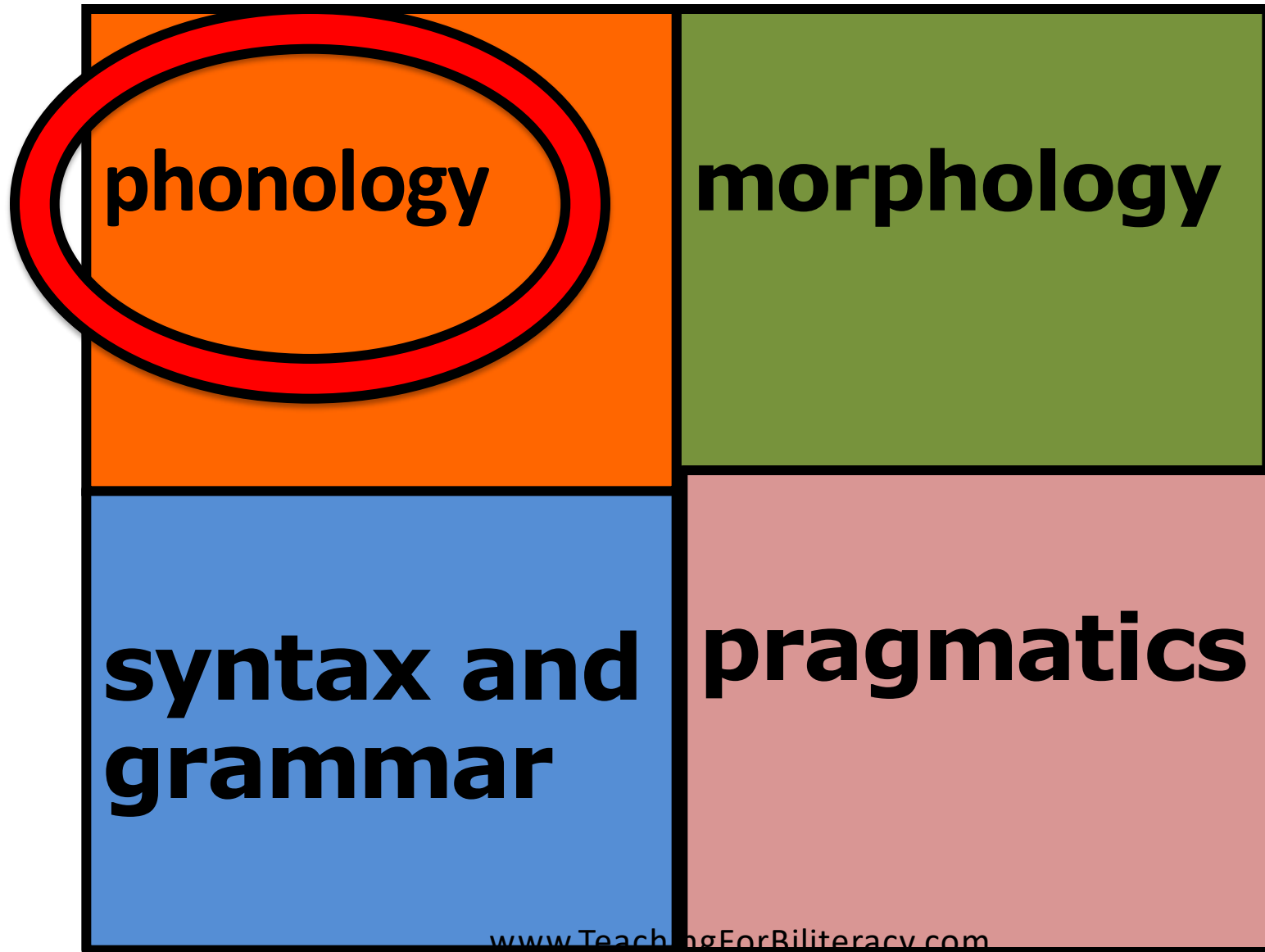
Bridge Transfer Chart

la crisálida	the chrysalis
la oruga	the caterpillar
el ciclo	the cycle
las hojas	the leaves
los huevos	the eggs
la hoja	the leaf
la planta	the plant

ig Idea
 and



metalinguistic analysis p. 142



Phonology:

Español

Sonidos iguales

- Crisálida
- Ciclo
- planta

English

Same sounds

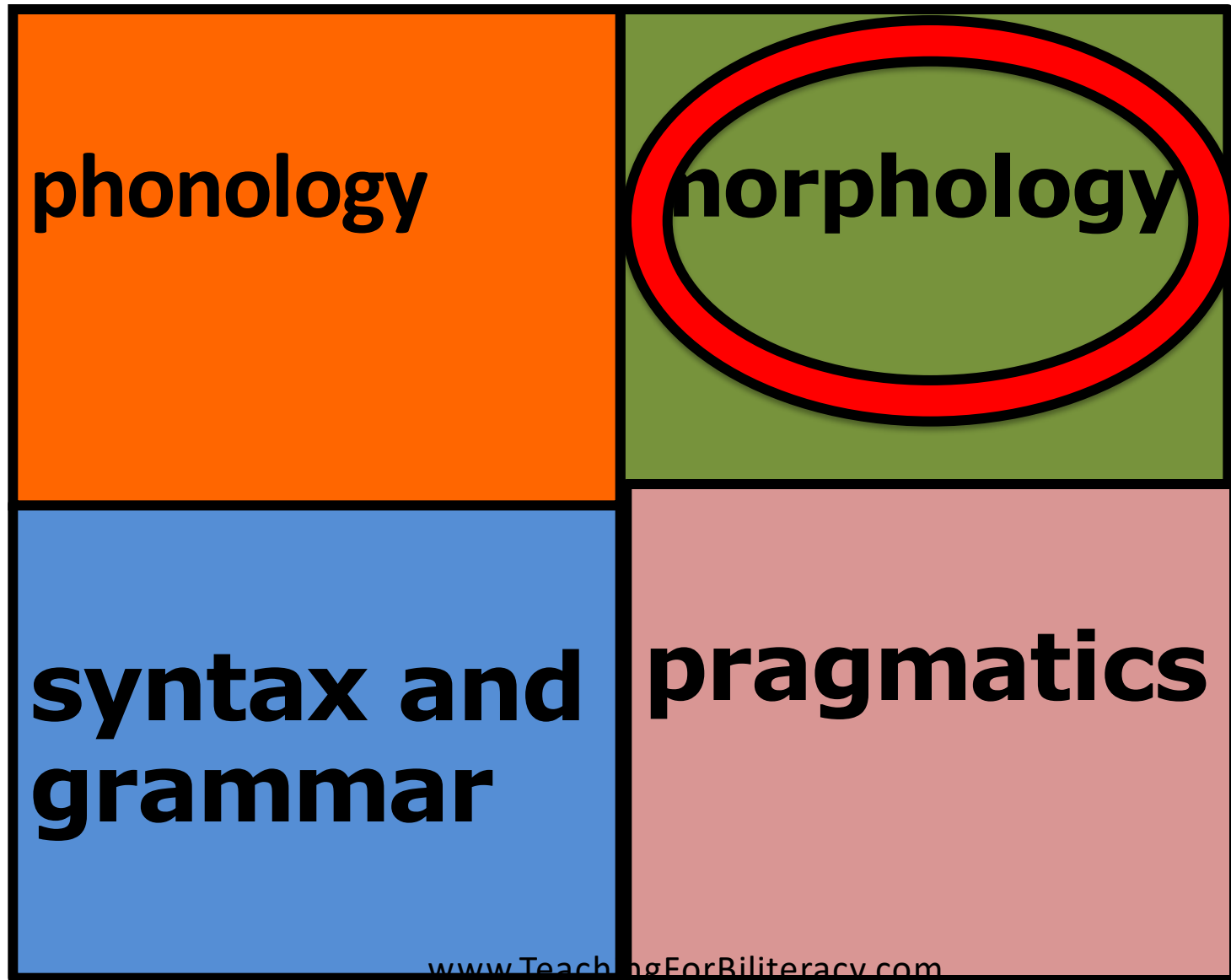
- Chrysallis
- Cycle
- planta

el huevo	THE BRIDGE	the egg
la mariposa		the butterfly
come		eats
pone		lays
crece		grow
sale		hatches
la crisálida		the chrysalis
la oruga		the caterpillar
el ciclo		the cycle
las hojas		the leaves
los huevos		the eggs
la hoja		the leaf
la planta		the plant

Bridge
Transfer Chart
 Is used to plan
 The metalinguistic
 focus



metalinguistic analysis p. 142



Cognados

flores

planta

ciclo

familia

animal

elefante

Cognates

flowers

plant

cycle

family

animal

elephant

biology: Parts
Of words

Morphology:

Español

Grupos consonánticos

- Planta
- Plástico
- Flor

English

Blends

- Plant
- Plastic
- Flower

metalinguistic analysis p. 142

phonology

morphology

**syntax and
grammar**

pragmatics

el ciclo

The cycle

Metalinguistic Charts

El ciclo

The cycle

La hoja

The leaf

Los huevos

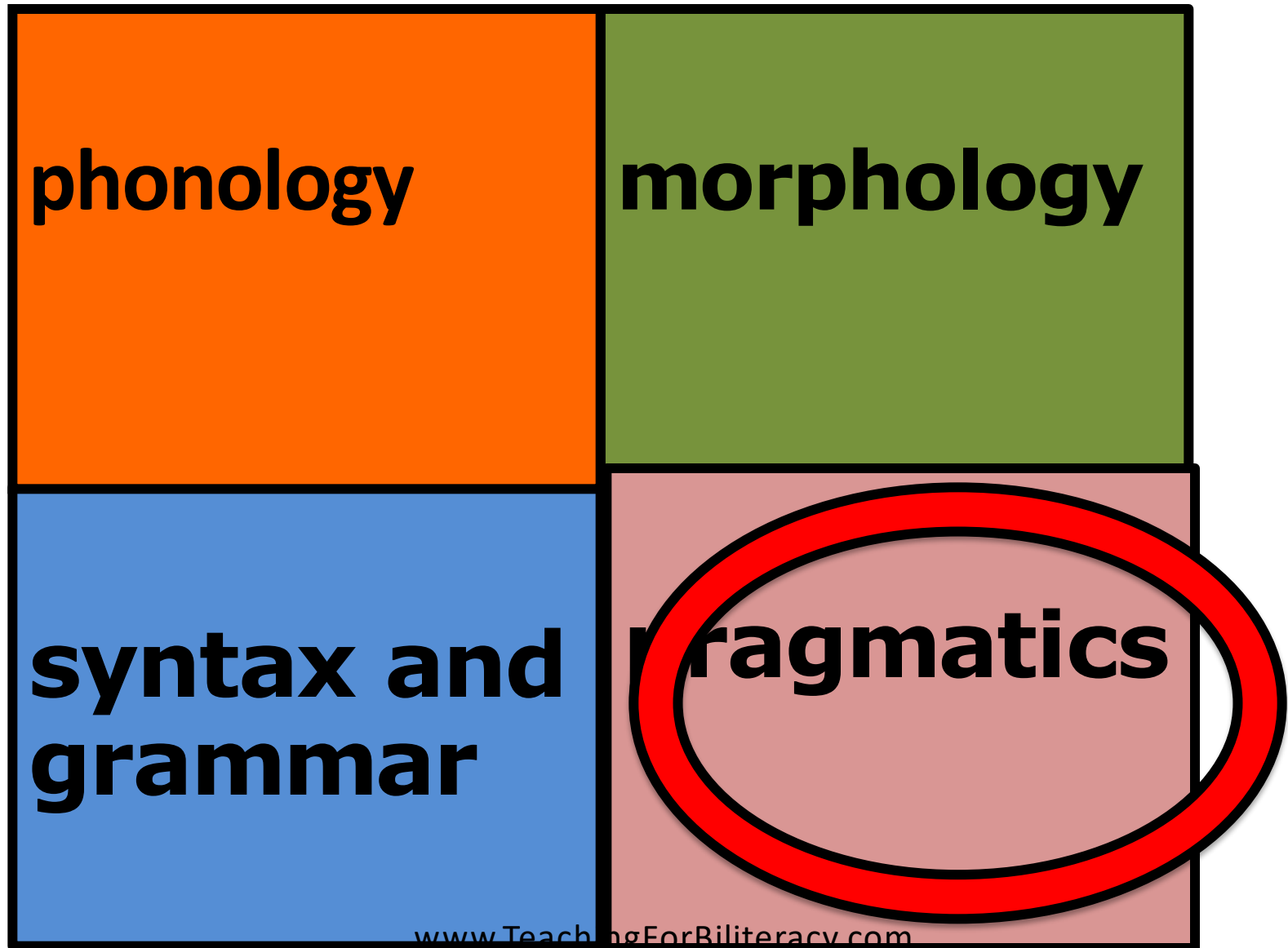
The eggs

Las hojas

The leaves



metalinguistic analysis p. 142



Turn and Talk

- I learned that _____.
- The Bridge happens _____.
- Metalinguistic development is _____.

