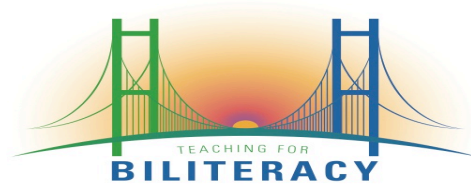


Teaching for Biliteracy Summer Institute

Friday, June 28, 2019



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Friday, June 29, 2018

What are the elements of the Bridge and Metalinguistic Focus?

Planning for the Bridge at the curricular level

The two purposes of the Bridge

Determining the metalinguistic focus during contrastive analysis

Institute Evaluation

Institute Norms

- Participate actively and interactively.
- Use technology responsibly.
- 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.



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets

Oracy and Background Knowledge – Chapter 6

Reading – Chapter 7

Writing – Chapter 8

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

The Bridge - Chapter 10



Agree / Disagree



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



SOCIAL LANGUAGE

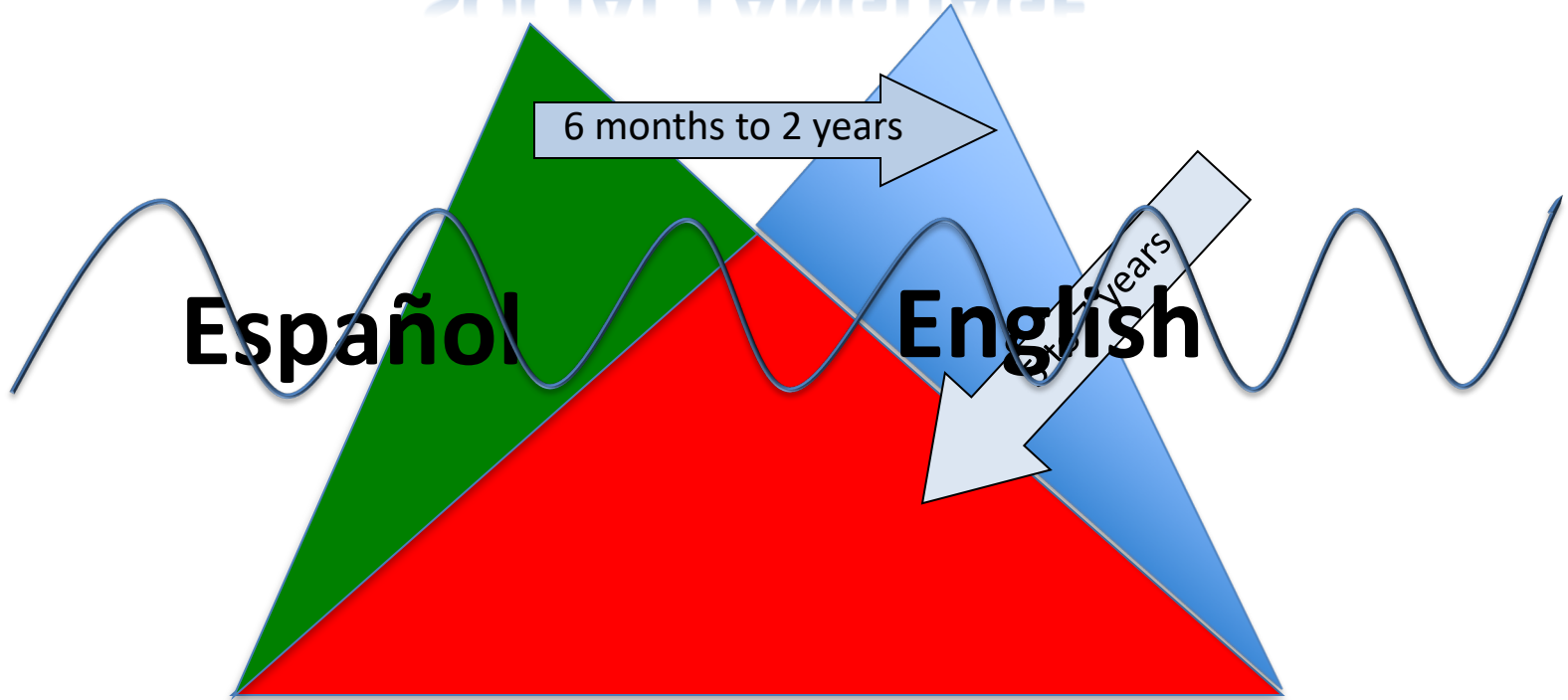
6 months to 2 years

Español

English

6 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

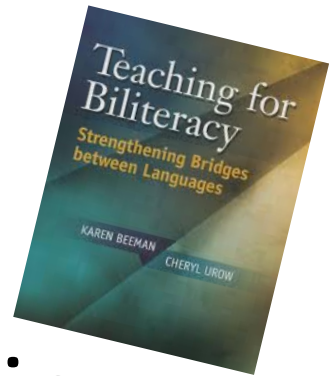
The purpose of the Bridge, as discussed in previous chapters, is two-fold: to help students transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different. It requires the active engagement 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!**

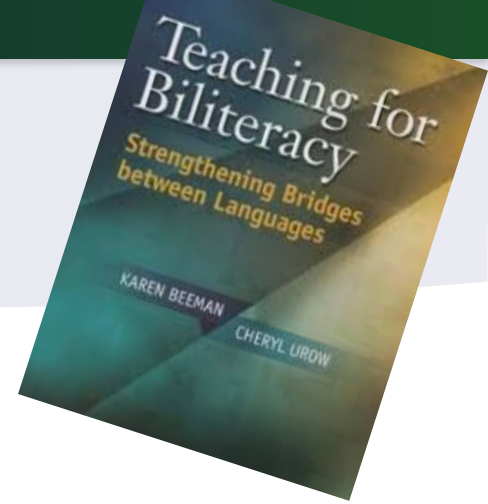
The Bridge	Bridging
Initiated by the teacher	Initiated by the students
Facilitated by the teacher in both program languages	Facilitated by the teacher in the language of instruction only
An explicit moment in time planned for by the teacher	A random opportunity or teachable moment initiated by students and then capitalized on by the teacher and students
Strategically compares the two program languages by starting with examples from the unit	Compares the two program languages (or more languages that students know) using any examples that students offer.
Occurs at the end of the unit	Occurs any time during a unit, during the school day, and during the school year.
Allows students to transfer knowledge from one language to the other and to see how their languages are alike and different	Provides students with the opportunity to practice their metalinguistic skills and internalize the Bridge: comparing and contrasting their languages and continuing the development of their linguistic resources across languages.
An explicit opportunity to teach students to become metacognitive about their languages	The more students engage in the Bridge, the more students will spontaneously engage in bridging

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



Content and Language Allocation Plan

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

Options are meant to plan subject area coverage by language, resulting in bilingualism and biliteracy by all of these samples it is assumed that:

Spanish and English are taught daily.

Two-way (Dual Language) programs, students are integrated all day (English dominant students and ELLS) and 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

First Grade Rules + Respectful System

Content
 SC / SS
 (Math is mapped elsewhere)
 Living, Learning + Working Together

Writing

Reading

English
 Establishing routines for English time
 Language needs the building

Topics:
 Are there rules everywhere? How do observations describe patterns?
 Where we live How do I know where I am?
 Light + Sound How can I use light + sound to send messages?
 Needs + Wants How do we all get what we need?
 Organisms + Sun How can we solve problems using nature?
 People Past + Present How are our lives different from those who lived in the past?
 Growth + Change Do we all grow + change the same way?

Genres:
 Personal Essay
 Narrative
 Informative
 Opinion
 Petition
 Narrative
 Personal Narrative
 Fact Sheet
 Narrative
 Historical Fiction
 Opinion
 Persuasive Letter

Themes:
 School
 Friendship
 Weather
 Celebrations
 Responsibility
 Community
 Animals
 Family

Standards-Based Biliteracy Maps plan instruction for the year

The image shows a third-grade curriculum map for Spanish, Science, and English. The map is organized into a grid with columns for each subject and rows for Writing and Reading. It includes various sticky notes, diagrams, and handwritten notes.

Spanish Section:

- Header:** "THIRD GRADE" and "Español 50% / Day".
- Science:** "Why are organisms different from one another?" and "How does the environment affect organisms?".
- Writing:** "2 Informative", "Fact Sheet", "Narrative 3", "Legend (Folktales)", "Opinion 1", "Historical Essay", "2 Informative", "Lab Report", "Narrative 3", "Fiction".
- Reading:** "Informational", "Literature", "Informational", "Literature", "Informational", "Literature".

Science Section:

- Header:** "THIRD GRADE".
- Science:** "Why are organisms different from one another?" and "How does the environment affect organisms?".
- Writing:** "2 Informative", "Fact Sheet", "Narrative 3", "Legend (Folktales)", "Opinion 1", "Historical Essay", "2 Informative", "Lab Report", "Narrative 3", "Fiction".
- Reading:** "Informational", "Literature", "Informational", "Literature", "Informational", "Literature".

English Section:

- Header:** "English 50% / Day".
- Science:** "Why are organisms different from one another?" and "How does the environment affect organisms?".
- Writing:** "3 Narrative", "Narrative Nonfiction", "Opinion 1", "Petition", "2 Informative/Explanatory", "Feature Article", "3 Narrative", "Biography", "Opinion", "Argumentative Letter", "Narrative 3", "Fiction".
- Reading:** "Informational", "Literature", "Informational", "Literature", "Informational", "Literature".

The map also includes various sticky notes, diagrams, and handwritten notes, such as "How do communities determine rules & resp.?", "How does the community take care of its members?", "How have communities changed/improved over time?", and "What makes our community strong? how can we improve it?".

Planning for the Bridge at the Instructional Level



Unit Themes

- Content
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Second Edition Updated BUF

Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Ací se dice

Bridge – Transfer -

Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Contrastive Analysis

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 students.

Formative Assessment

Second Edition Updated BUF

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

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

Formative Assessment

Bridge – Transfer

Illustration
 Side by Side or
 Así se dice

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.

The Bridge: Transfer and Contrastive Analysis



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

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

Unit Themes

- Content
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Ací se dice

Bridge – Transfer -

Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Contrastive Analysis

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 students.

Formative 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
11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
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

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

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



Page 2 of the Handouts



Observations: Sample Bridge Planning for the Bridge	
1. Review in the language of instruction	4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Metalinguistic Analysis
3. The Bridge for Transfer - Practice the terms in the new language	6. Continued Extension – Continued practice in the other language



Spanish to English Bridge

Observations: Sample Bridge Planning for the Bridge

1. Review in the language of instruction

**Spanish Teacher or
During Spanish time**

4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language

**English Teacher or
During English time**

2. Elicit key words/phrases/sentences in the language of instruction from students

**Spanish Teacher or
During Spanish time**

5. The Bridge for Metalinguistic Analysis

**English Teacher or
During English time**

3. The Bridge for Transfer - Practice the terms in the new language

**English teacher or
During English time**

6. Continued Extension – Continued practice in the other language

**English Teacher or
During English time**



English to Spanish Bridge

Observations: Sample Bridge Planning for the Bridge

1. Review in the language of instruction

**English Teacher or
During English time**

4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language

**Spanish Teacher or
During Spanish time**

2. Elicit key words/phrases/sentences in the language of instruction from students

**English Teacher or
During English time**

5. The Bridge for Metalinguistic Analysis

**Spanish Teacher or
During Spanish time**

3. The Bridge for Transfer - Practice the terms in the new language

**Spanish Teacher or
During Spanish time**

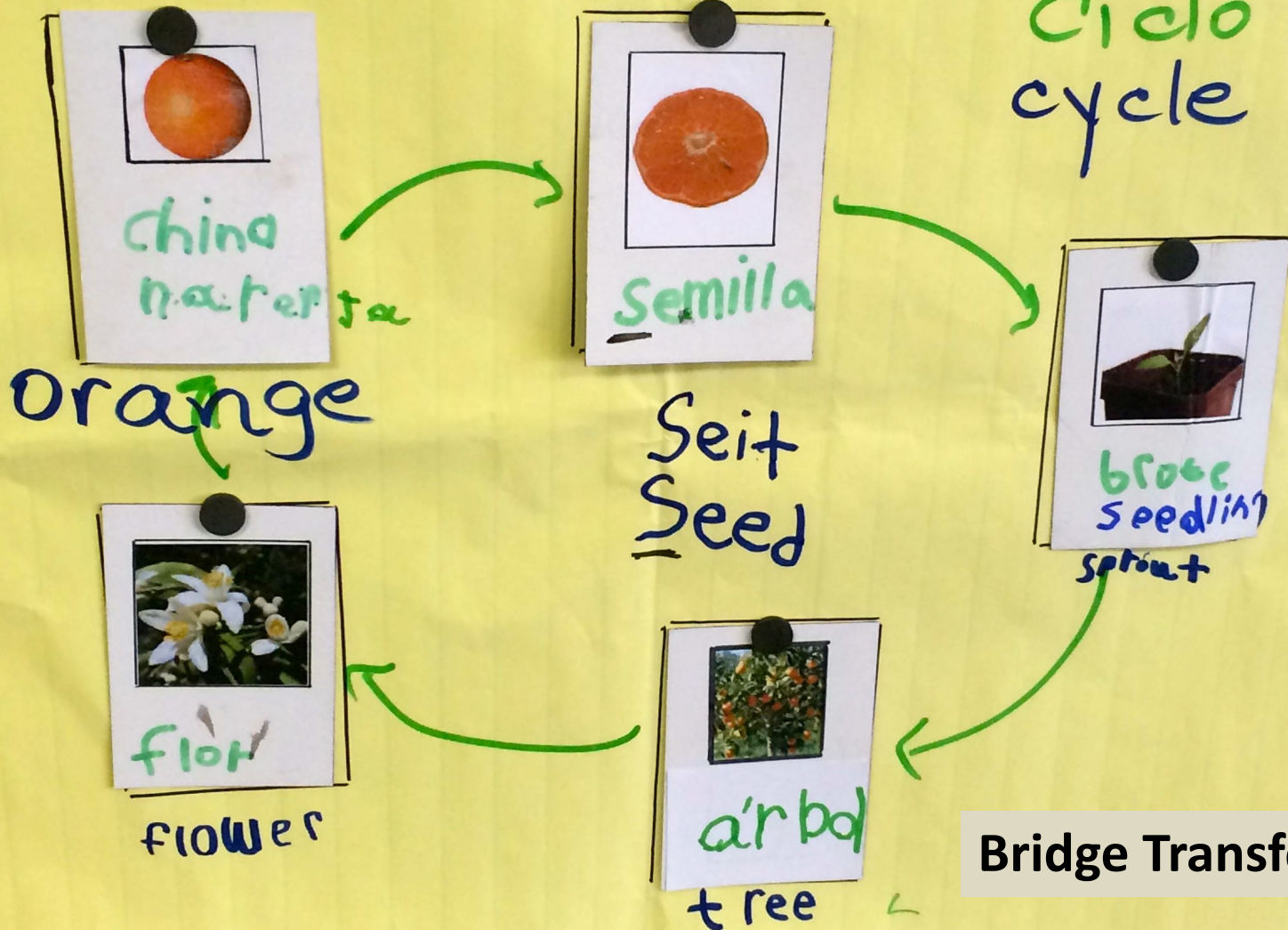
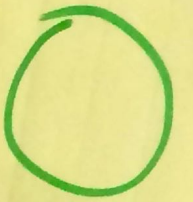
6. Continued Extension – Continued practice in the other language

**Spanish Teacher or
During Spanish time**



El ciclo de la naranja

ciclo
cycle



Bridge Transfer Chart

Español

semilla

sol

flor

árbol

Inglés

seed

sun

flower

tree



Contrastive Analysis Chart

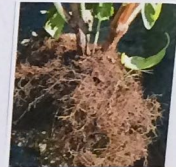
El ciclo de vida de la planta



la semilla



las flores



las raíces



las hojas



el tallo

Can be turned into a Bridge Transfer Chart

Cycle Unit

las raíces

the roots

la semilla

the seed

la flor

the flower

la hoja

the leaf

el tallo

the stem

las flores

the flowers

las semillas

the seeds

el ciclo

the cycle

la planta

the plant



Bridge Transfer Chart



Cognados

flores

planta

ciclo

familia

animal

elefante

Cognates

flowers

plant

cycle

family

animal

elephant

Contrastive Analysis Chart



El artículo

Español

El pez

El cuerpo

El tallo

English

The fish

The body

The stem

Contrastive Analysis Chart

Nombre: Individualized Student Bridges

Español

English

la planta

the roots

las hojas

the leaves

las raíces

the flowers

el tallo

the stalks

la semilla

the seed

las flores

the cycle

Ashley

Nombre:

Individualized Student Bridges

Español

la flor

la Planta

las raíces

English

the flower

the Plant

the roots



Individualized Student Bridges

Nombre : Jaelian

Español

las voces

~~las semillas~~

la flor

las semillas

las - las

las - las

las - las

English

the voices

~~the seeds~~

the flower

the seeds



Nombre: yarnlian

Español

English

raíces

roots

semilla

seed

flores

flowers



In my garden there is a plant that I really like. This plant is large and colorful. Its long roots allow it to absorb nutrients that will be transported through its long, skinny stem. The part I like the most from this plant are its ~~leaves~~ beautiful, oval and reddish leaves.

En el jardín de mi casa, hay una planta que me gusta mucho. Esta planta es grande y muy colorida. Sus raíces largas le permiten absorber los nutrientes que serán transportados por su tallo largo y delgado. Lo que más gusta de ver de esta planta son sus hojas, esas bellas, ovaladas y rojizas.



Bridge Transfer: Focus on Language – Practice in the other language



roots

flower

leaves

Seed

stem

cycle

plant

the

the

the

the

the

Success

Level 2
make voice.
Raise your hand.
Listen and



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.)



In What Direction Does the Bridge Go?

Spanish to **English**

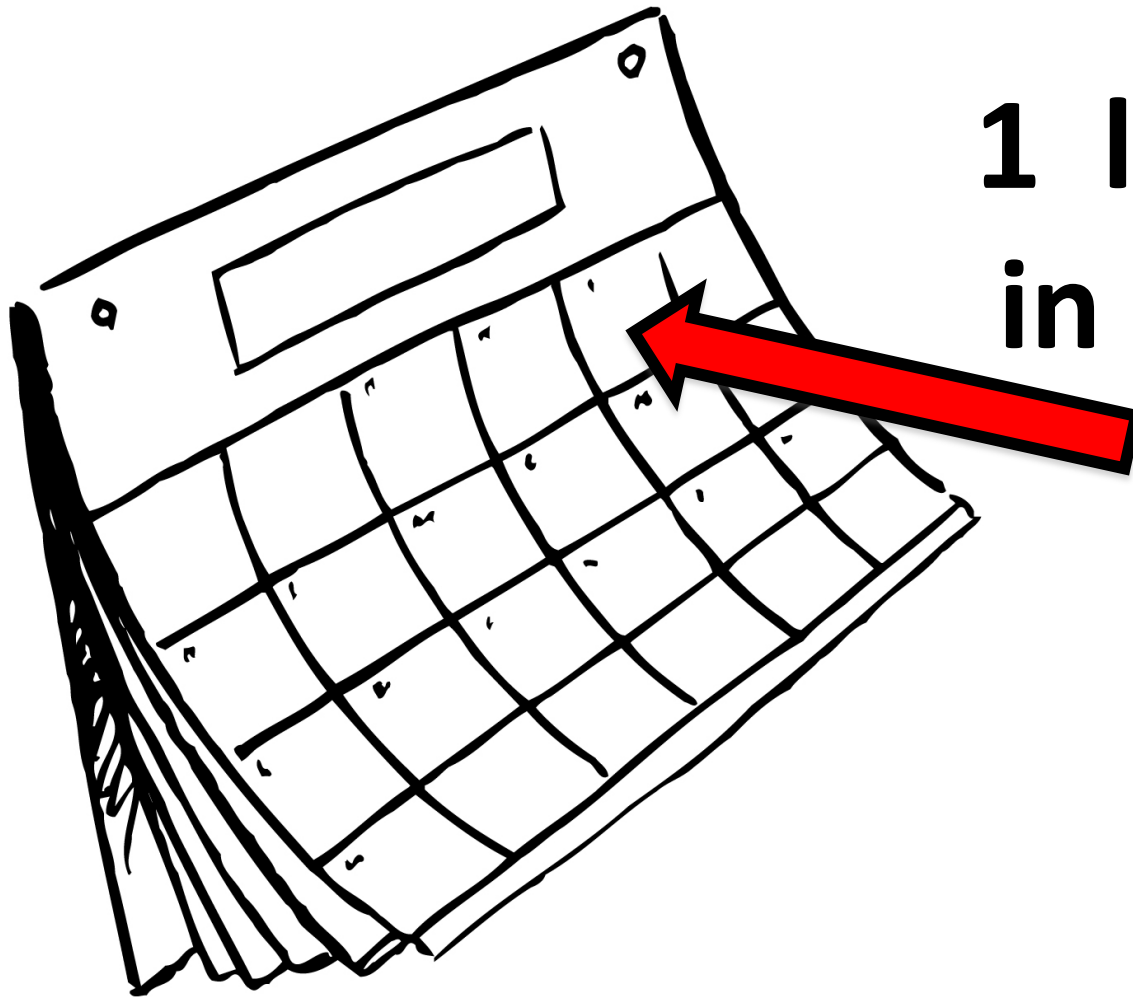


English to **Spanish**

Wharton, Center for Teaching for Biliteracy, 2017



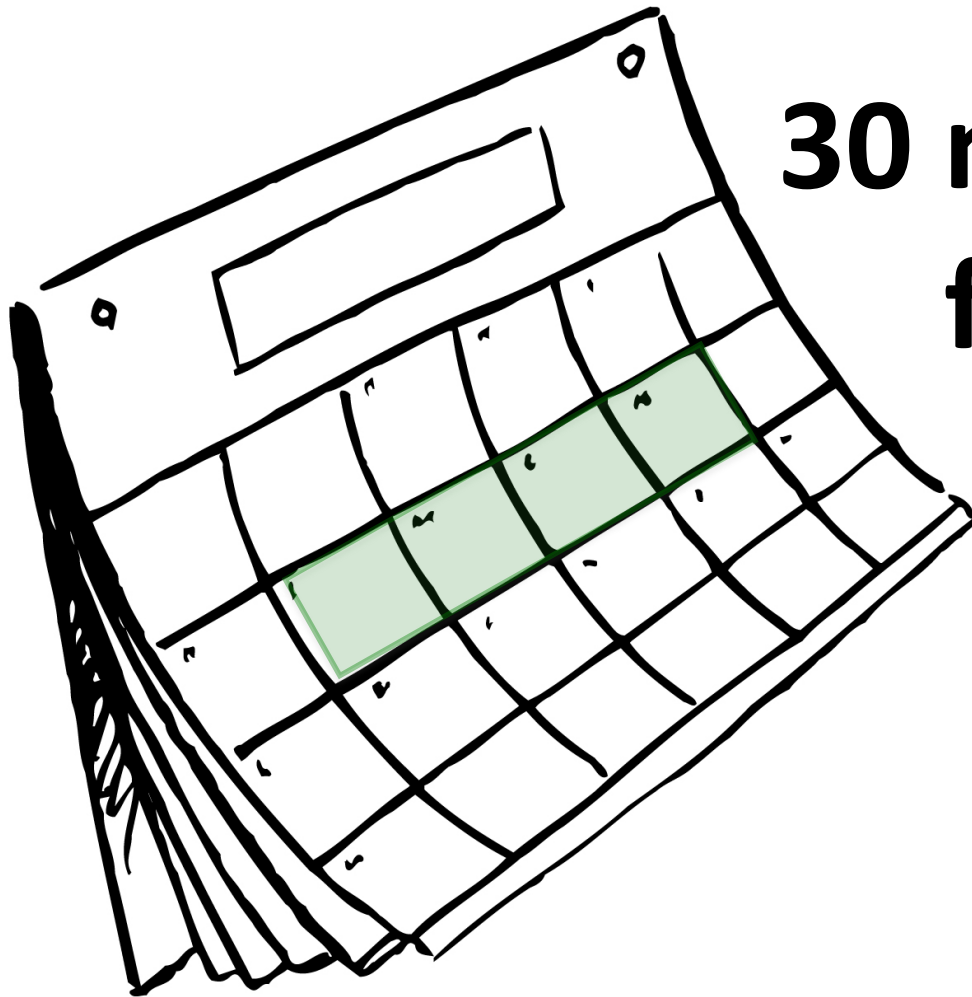
How Long Does a Bridge Take?



**1 lesson
in 1 day**



How Long Does a Bridge Take?



**30 minutes/day
for 4 days**



The Bridge in a Two-Teacher Model



To summarize...

- The Bridge can be done in an 80/20, 90/10 and 50/50 type of language program.
- The Bridge can be done in a 1 teacher model (1 teacher teaches both languages) as well as in a 2 teacher model (1 Spanish medium teacher and 1 English medium teacher)
- The Spanish side of the Bridge happens during Spanish time of the day
- The English side of the Bridge happens during English time of the day.



Bridge Sort



Defining the Bridge

There are two purposes for the Bridge, therefore, there are two charts:

1. **Transfer** of academic content. Also known as cross linguistic transfer.
2. Building **metalinguistic awareness**, which is done through contrastive analysis.



The Bridge:

1. Transfers content

Open the bag, and with a partner, find all the photos of **Bridge – Transfer Charts**.

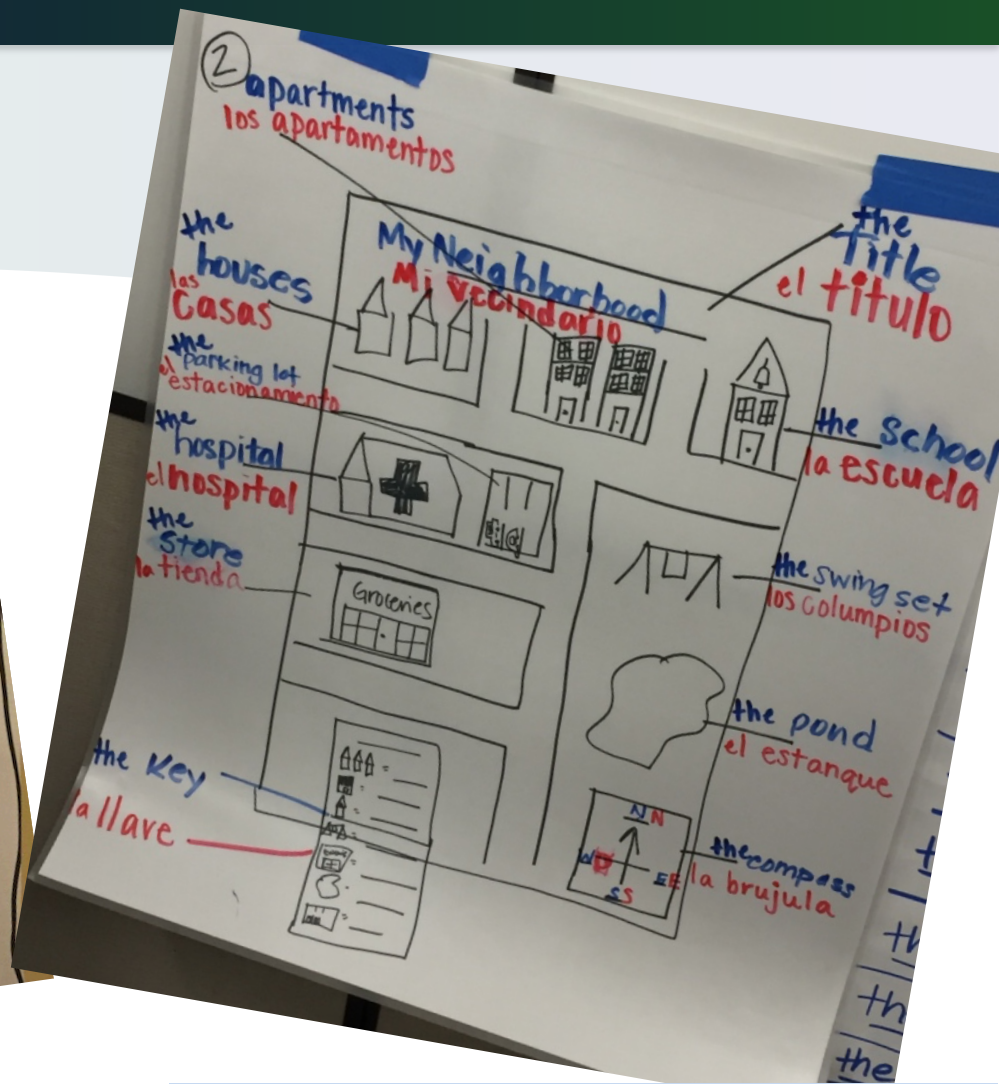
Tips:

- All the words/phrases are connected via a theme.
- The focus of the chart is on transfer of content/knowledge.



en Español	In English
el cuento	the story
los personajes	the characters
el título	the title
el autor	the author
la autora	the author
el ambiente	the setting
el ilustrador	the illustrator

Transfer: Story Structures



Transfer: Neighborhoods



Español

English

el sol?

la rotación

la luna llena

la luna menguante

la media luna

las fases de la luna

la luna nueva

la luna creciente

the sun

the rotation

the full moon

the waning moon

the half moon

the phases of the moon

the new moon

the waxing moon

Transfer: Solar system

Non-fiction Text Features

Las Características de textos informativos

heading — Title — also found in the table of content
el título — la tabla de contenido

subtitle
el subtítulo

Ants

bold

Insects

mandibles

compound eye

head

antennae

thorax

legs

abdomen

illustration

~~mandibles~~

ilustración

diagram

el diagrama

paragraph

el párrafo

caption

el pie de imagen
(la leyenda)

14

page number

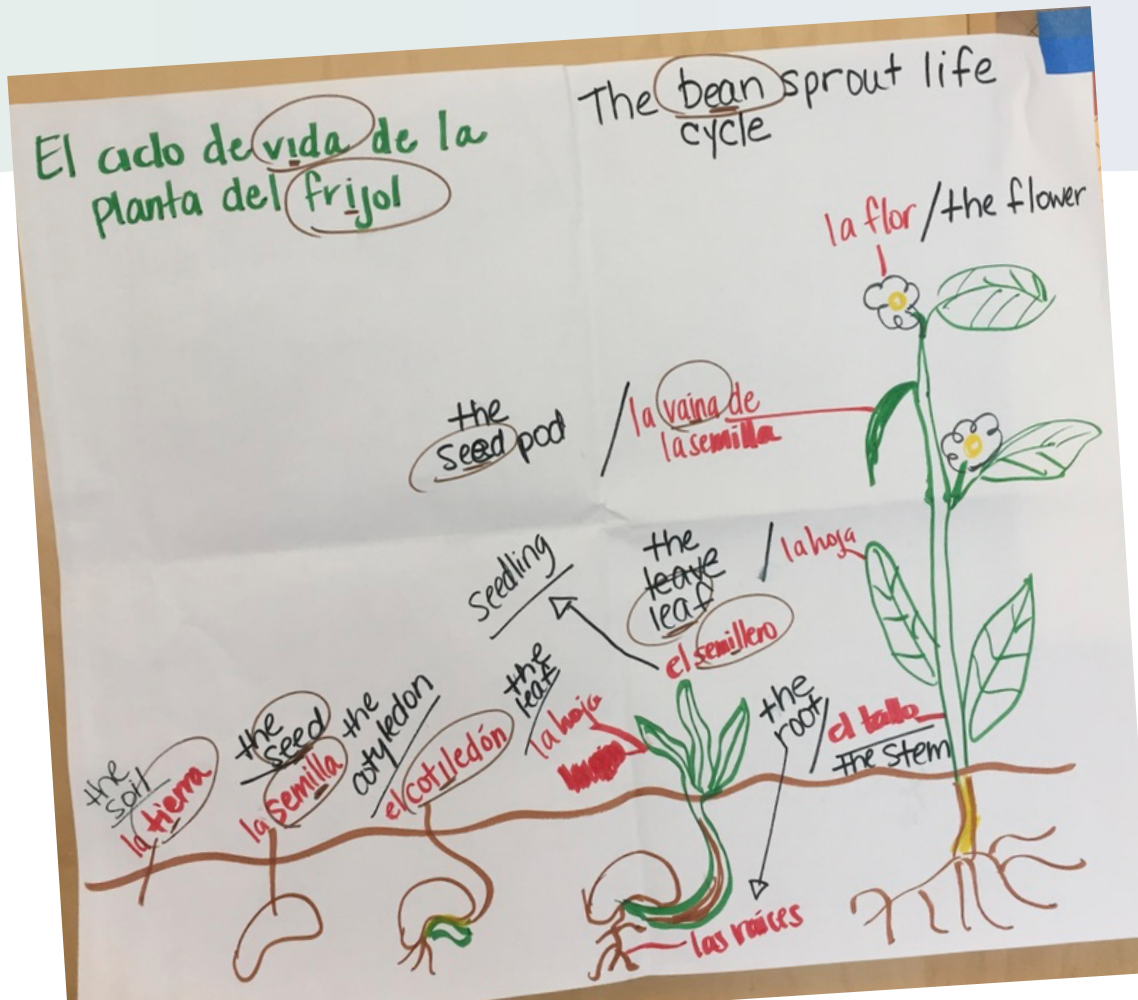
el número de la página

text box

la caja de texto

Bridge

Transfer: Non-Fiction Texts and Ants



Transfer: Life cycle of the Bean



La clorofila

La clorofila - que es una sustancia organica capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Chlorophyll

chlorophyll is an organic substance that captures (solar energy) sunlight. The sunlight causes the water molecule to break apart. That means that the chemical bond that connects hydrogen with oxygen separates.

English
jobs

teacher

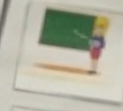
doctor

construction
worker

police officer

fire fighter

bus driver



中文

工作

老师

医生

建筑工人

警察

消防员

司机

Community Workers

Transfer: Photosynthesis/Chlorophyll



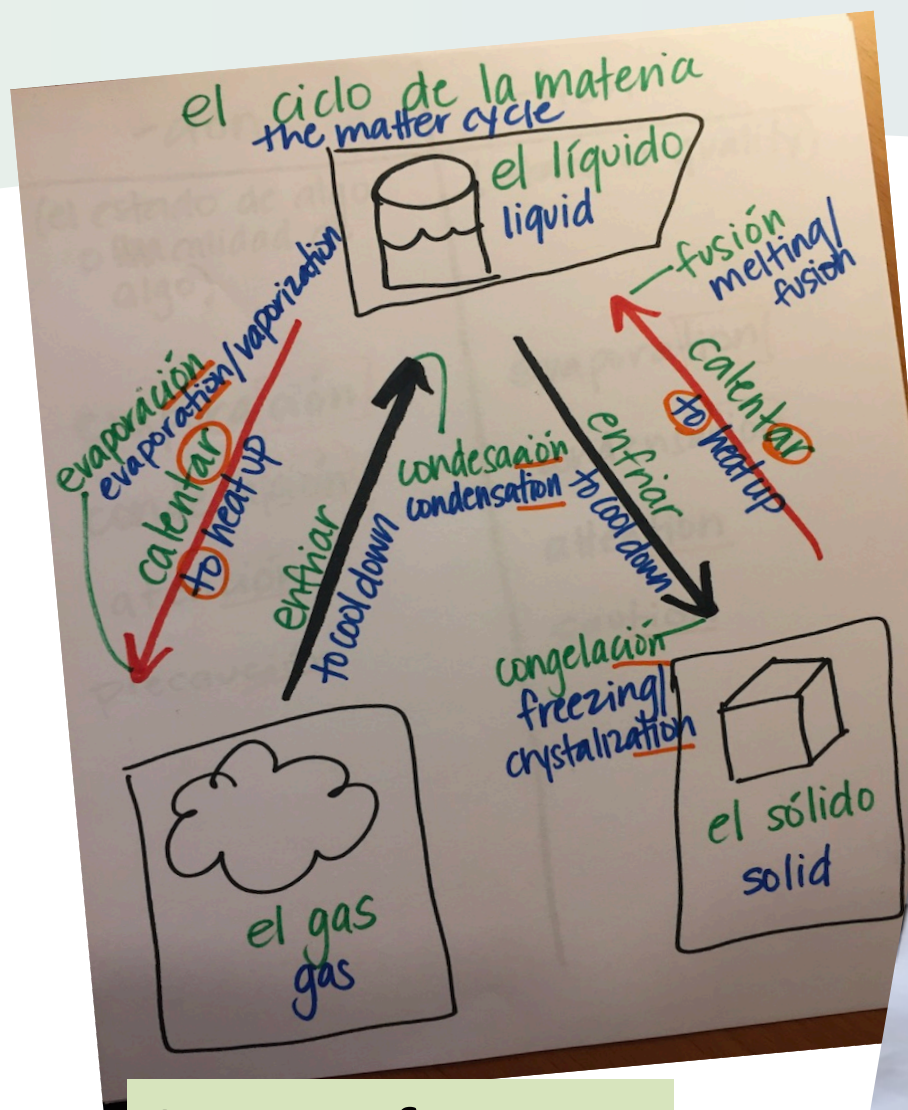
Español		English
 el movimiento		the movement
jalar		to pull
la fuerza		the force
empujar		to push
la acción		the action

Forces and Motion

English	Español
displacement	desplazamiento
resources	los recursos
settlement	el asentamiento
Queen Elizabeth	Isabela la primera de Inglaterra
John White	John White
New World	el nuevo mundo
unsolved	sin resolución
Tension	tensión
Immigrants	los inmigrantes
challenges	los retos
natives	los nativos

The Lost Colony of North Carolina Settlers and Immigrants





States of Matter

Role of Characters in Stories

English

Characters are an important element of a story, they are what makes a story come alive. As a reader, it is important to become the character, see the world as they see it, and empathize with the character. This can help you, as the reader, predict how a character will respond to an event and better understand the story. As a writer, it is important to identify know your character well so you can "show" what the character wants using descriptive language, explicit details, vivid actions, and dialogue. This captures hooks the reader into reading more.

Chinese

人物是故事中的一个重要的部分。人物的描写可以让故事栩栩如生。我们做作为读者应该将自己想象成故事中的一个人物，身临其境，体会人物的感受。这样才可以帮助读者更好地理解故事，并且预测故事的发展。作为一个作者，我们应该非常了解你所要描述的人物，这样才能用描述性的语言。

都是吸引读者深入阅读的原因。

Find the Three Types of Bridges in your Sort

Illustration



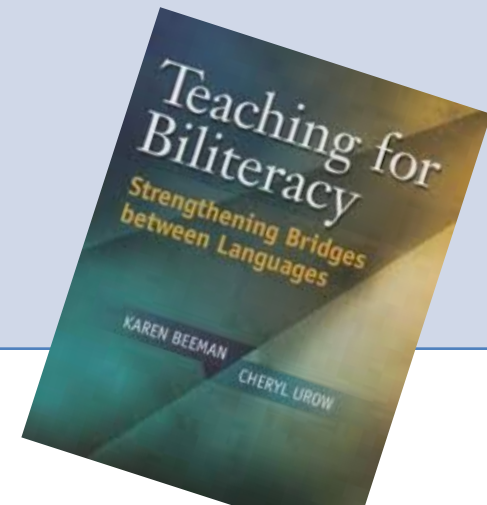
Side-by-side

• <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 se 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 <u>derrite</u> , el agua se <u>convierte</u> en forma <u>liquida</u> . Luego cuando el <u>sol</u> calienta la <u>tierra</u> , 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.
---	--



Considerations in Choosing the Kind of Bridge

(Illustration, Side-by-Side or Así se Dice)

- Student developmental stages
- Content being transferred
- One, two of all three kinds of transfer Bridges



Using the Transfer Bridge to Engage in Contrastive Analysis

Contrastive Analysis includes:

- Phonology (letters and sounds)
- Morphology (parts of words and meaning of words)
- Syntax and Grammar (rules for the use of articles, gender, conjugations ,etc.)
- Pragmatics (underlying rules of the language)



Area of Focus and Definition	Examples																		
Phonology – Sound system - Letters that produce same or similar sounds in the two languages - Letters that produce very different sounds in the two languages	same or similar: hard c: ca, co, cu soft c: ce, ci <table><tr><td>/b/ spelled <i>b</i></td><td>/d/ spelled <i>d</i></td><td>/f/ spelled <i>f</i></td></tr><tr><td>/g/ spelled <i>g, ga, go, gu</i></td><td>/g/ spelled <i>gu, in gue, gue</i></td><td>/l/ spelled <i>l</i></td></tr><tr><td>/s/ spelled <i>s</i> and <i>c</i> in <i>ce, ci</i></td><td>/t/ spelled <i>t</i></td><td>/y/ spelled <i>y</i></td></tr><tr><td>/ch/ spelled <i>ch</i></td><td>l-blends (<i>bl, cl, fl, gl, pl</i>)</td><td>/o/ spelled <i>o</i></td></tr><tr><td>/m/ spelled <i>m</i></td><td>/n/ spelled <i>n</i></td><td>/p/ spelled <i>p</i></td></tr><tr><td>/oo/ spelled <i>u</i></td><td>diphthong /oi/ spelled <i>oi, oy</i></td><td></td></tr></table> different: all the vowels and vowel pairs h, j, v, w, x, y, z ll, rr, ñ, th (voiced for d and voiceless for t or s), sh, ch (when it sounds like /k/), ph, gh, silent e in English	/b/ spelled <i>b</i>	/d/ spelled <i>d</i>	/f/ spelled <i>f</i>	/g/ spelled <i>g, ga, go, gu</i>	/g/ spelled <i>gu, in gue, gue</i>	/l/ spelled <i>l</i>	/s/ spelled <i>s</i> and <i>c</i> in <i>ce, ci</i>	/t/ spelled <i>t</i>	/y/ spelled <i>y</i>	/ch/ spelled <i>ch</i>	l-blends (<i>bl, cl, fl, gl, pl</i>)	/o/ spelled <i>o</i>	/m/ spelled <i>m</i>	/n/ spelled <i>n</i>	/p/ spelled <i>p</i>	/oo/ spelled <i>u</i>	diphthong /oi/ spelled <i>oi, oy</i>	
/b/ spelled <i>b</i>	/d/ spelled <i>d</i>	/f/ spelled <i>f</i>																	
/g/ spelled <i>g, ga, go, gu</i>	/g/ spelled <i>gu, in gue, gue</i>	/l/ spelled <i>l</i>																	
/s/ spelled <i>s</i> and <i>c</i> in <i>ce, ci</i>	/t/ spelled <i>t</i>	/y/ spelled <i>y</i>																	
/ch/ spelled <i>ch</i>	l-blends (<i>bl, cl, fl, gl, pl</i>)	/o/ spelled <i>o</i>																	
/m/ spelled <i>m</i>	/n/ spelled <i>n</i>	/p/ spelled <i>p</i>																	
/oo/ spelled <i>u</i>	diphthong /oi/ spelled <i>oi, oy</i>																		
Area of Focus and Definition	Examples																		
Morphology – Word formation and parts of words - Prefixes and suffixes that are similar between languages - Cognates	same or similar: most prefixes and suffixes -ist/-ista – artist/ <i>artista</i> -ty/-dad – community/ <i>comunidad</i> cognates different: st, sp, sc.../est, esp, esc... star – <i>estrella</i> special - <i>especial</i> false cognates library – (<i>librería</i>) – <i>biblioteca</i> to bother (molest)- <i>molestar</i> -ing and -iendo/ando running – <i>corriendo</i> talking - <i>hablando</i>																		



Area of Focus and Definition	Examples
Syntax and grammar – Sentence structure - Rules for punctuation, grammar, word order unique to each language Syntax and grammar – Sentence structure (continued from previous page) - Rules for punctuation, grammar, word order unique to each language	same or similar: plurals -s & -es in both languages capital letters and periods in a sentence indenting for paragraphs different: possessives: 's – <i>de</i> you – your; <i>tú- tu</i>; me – my; <i>mí – mi</i> articles the – <i>la, las, el, los</i> articles with mass nouns in Spanish I love big dogs! <i>¡Me gustan los perros grandes!</i> articles with possessives That is mine, not yours. <i>Este es el mío, no el tuyo.</i> adjective-noun order The big dog is hungry. <i>El perro grande tiene hambre.</i> adjectives agree in gender and number in Spanish The pretty dog is hungry. The pretty dogs are hungry. <i>El perro bonito tiene hambre. Los perros bonitos tienen hambre.</i> verb conjugations I eat a lot. They eat a lot, too. <i>Como mucho. Comen mucho también.</i> infinitives to + verb; -ar, -ir, -er implied pronoun in Spanish

Pages 5 and 6

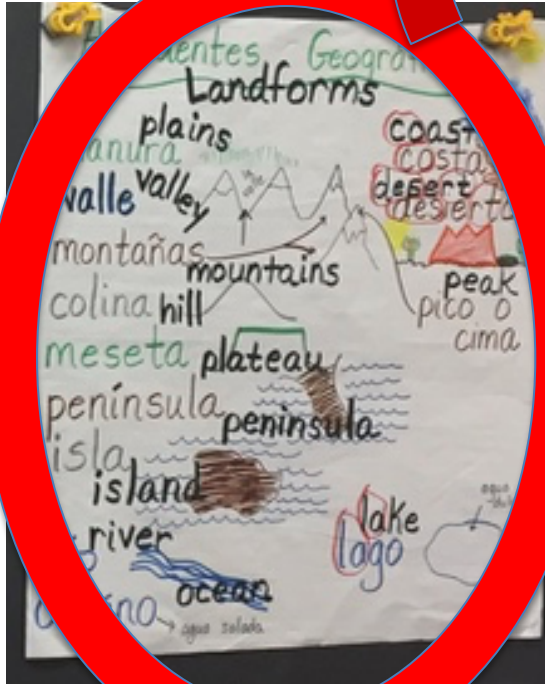


	<i>María compró los libros?</i>
Area of Focus and Definition	Examples
Pragmatics – Language use Cultural norms reflected in each language	Different: I like – <i>Me gusta</i> I am three years old – <i>Tengo tres años</i> I am hungry – <i>Tengo hambre</i> <i>Usted/tú</i> discourse styles direct translation doesn't always work: <i>padres</i> – parents, fathers <i>ganar</i> – to win, to earn <i>legs</i> – patas, piernas



Defining the Bridge

Bridge Transfer Chart

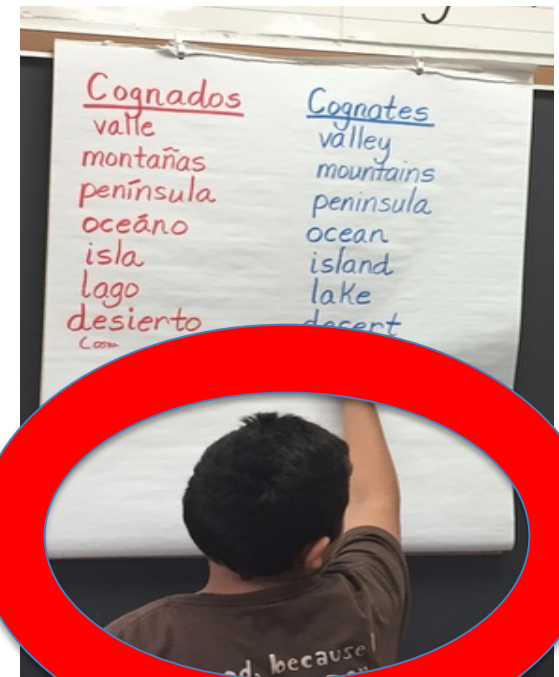


Bridge Transfer+Extension



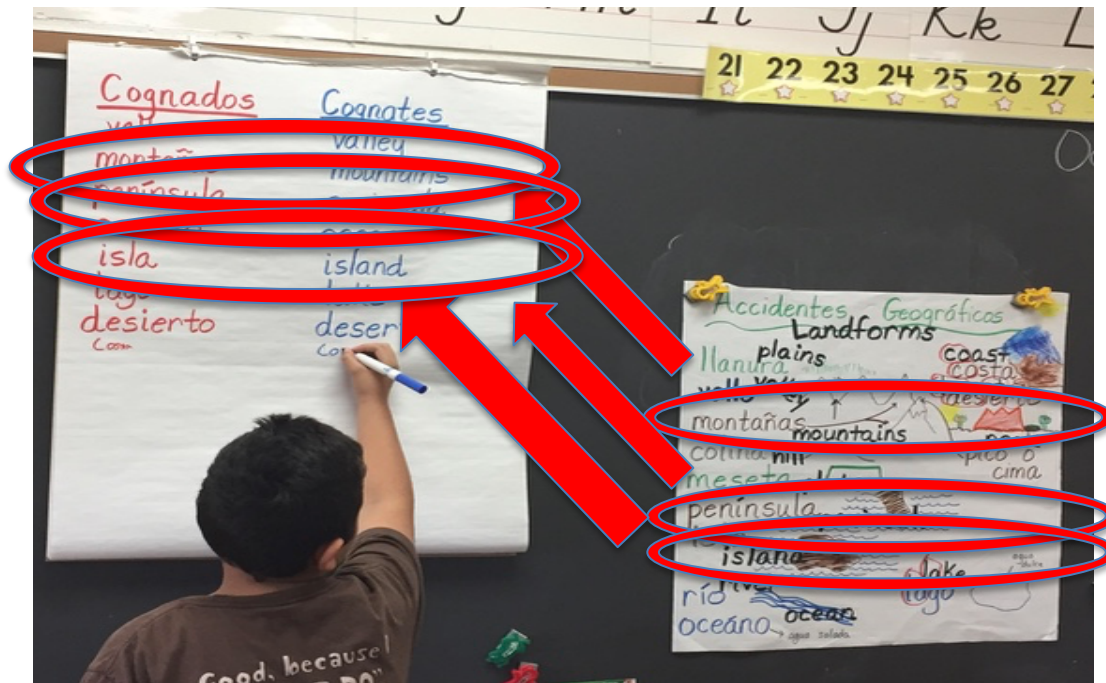
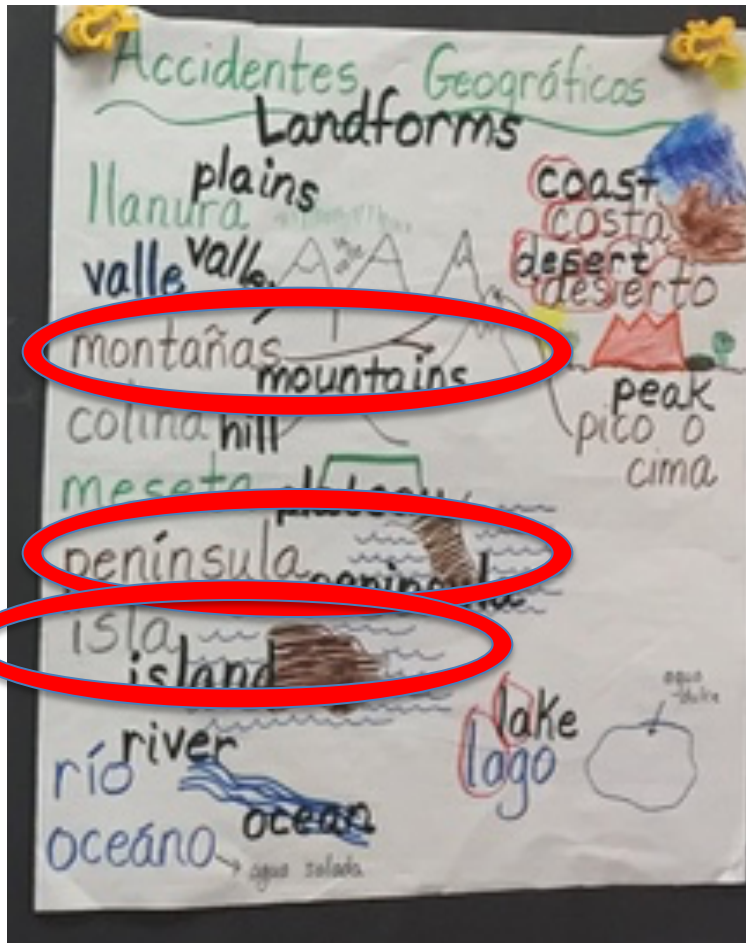
Melody Wharton - Center for Teaching for Biliteracy

Bridge Contrastive Analysis

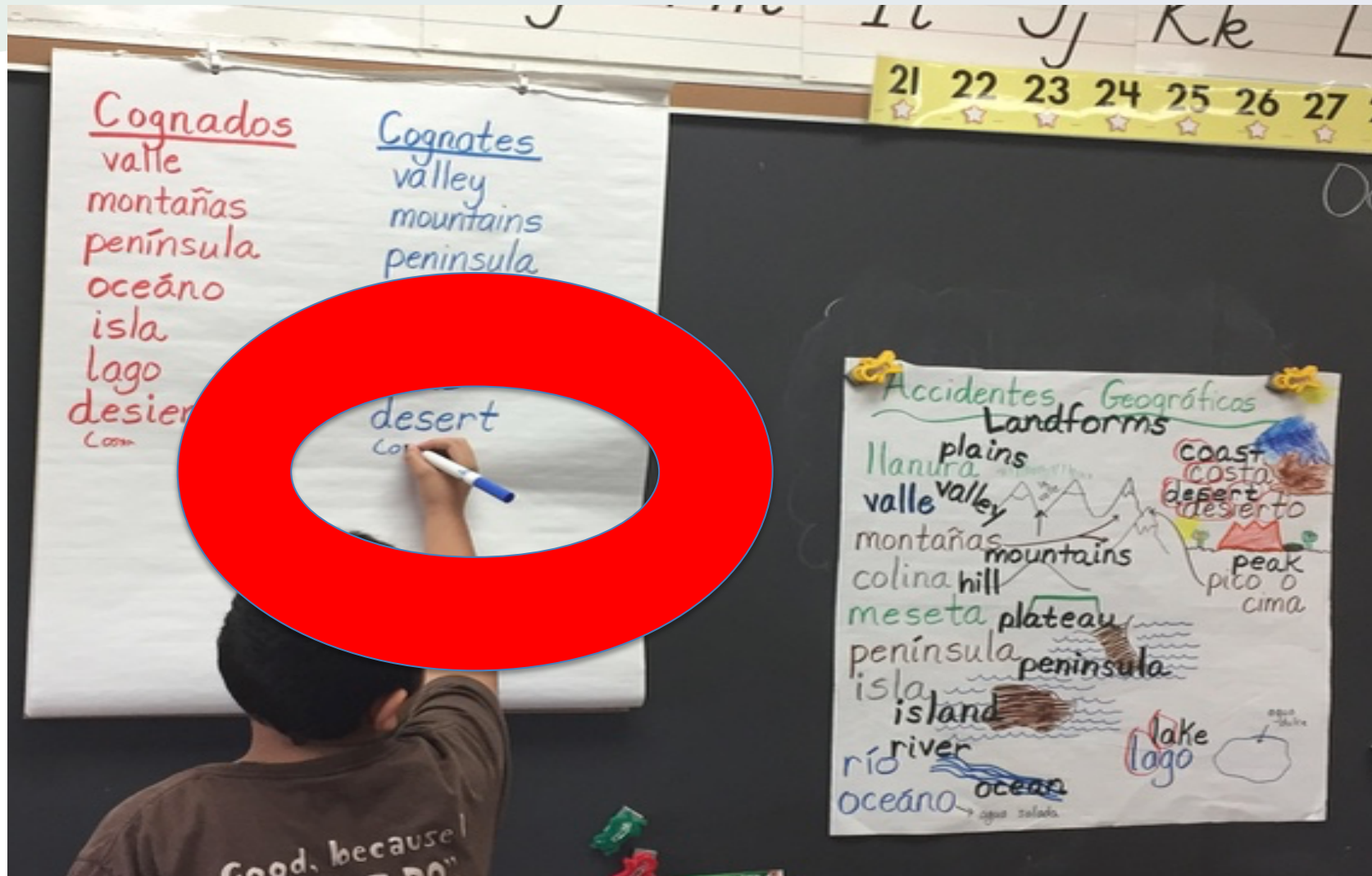


Defining the Bridge

Contrastive Analysis: Morphology



Defining the Bridge



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experience

Summative Assessment

Bridge – Transfer



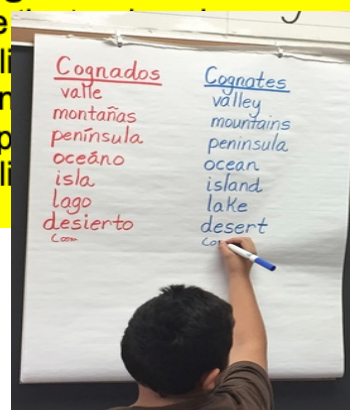
Bridge – Transfer - Extension (includes:



in the

Bridge: Contrastive Analysis

While metal advances accept metal



Formative Assessment



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
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Building Oracy and Background Knowledge

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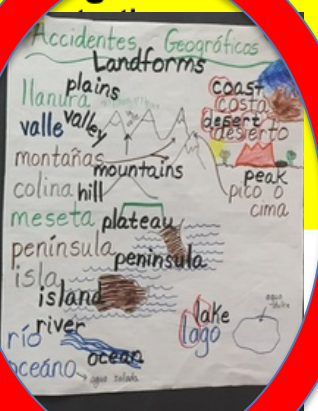
- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experience

Summative Assessment

Bridge - Transfer



Bridge: Transfer - Extension (includes:



in the

Bridge: Contrastive Analysis

While metal advances accept metal

Cognados
 valle valley
 montañas mountains
 península peninsula
 océano ocean
 isla island
 lago lake
 desierto desert

Cognates
 valle valley
 montañas mountains
 península peninsula
 océano ocean
 isla island
 lago lake
 desierto desert

Formative Assessment



The Bridge:

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

Find the contrastive analysis chart that matches each of the transfer charts.



Defining the Bridge

Closed Sort

- Pair the Bridge Anchor Chart

en Español	In English
el cuento	the story
los personajes	the characters
el título	the title
el autor	the author
la autora	the author
el ambiente	the setting
el ilustrador	the illustrator



Defining the Bridge

Closed Sort

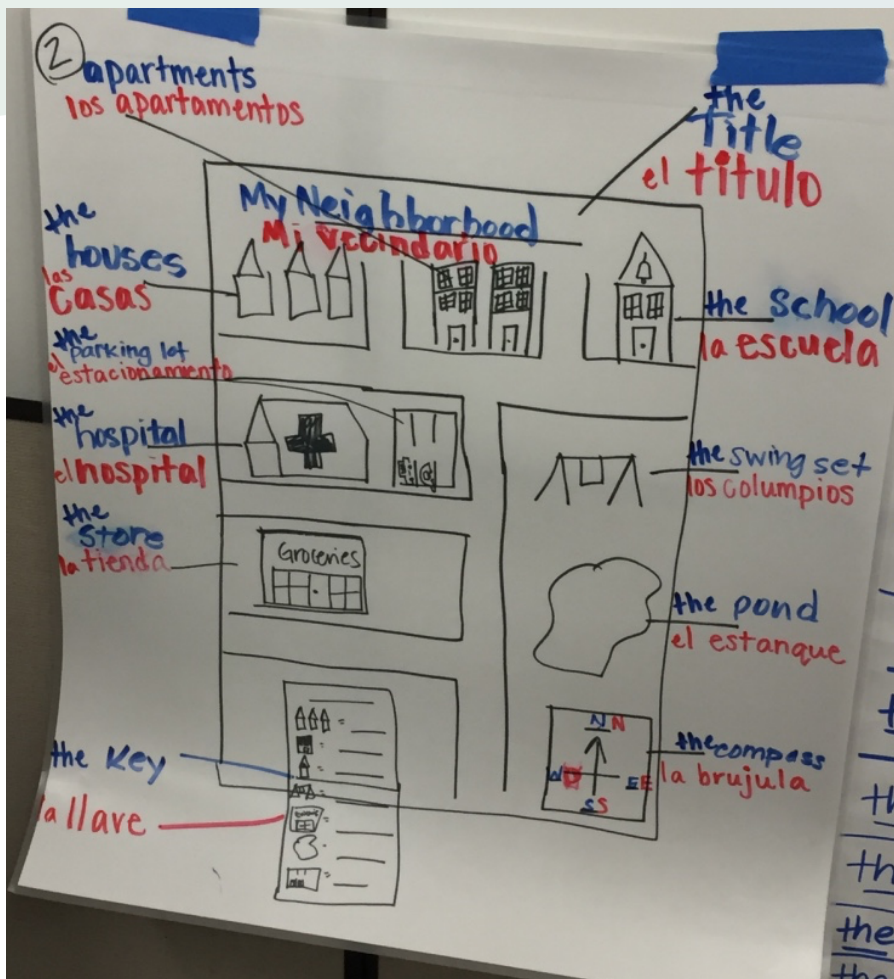
- Pair the Bridge Anchor Chart with its corresponding Metalinguistic Chart.

en Español	In English
el cuento	the story
los personajes	the characters
el título	the title
el autor	the author
la autora	the author
el ambiente	the setting
el ilustrador	the illustrator

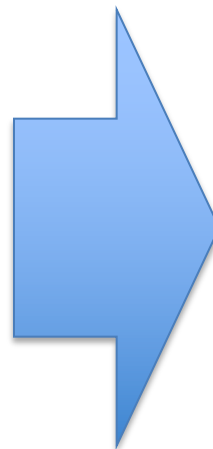


El	La	Los	Las	the
el cuento				the story
		los personajes		the characters
	la autora			the author
			las autoras	the authors





Transfer: Neighborhoods



Los plurales			
-s	-es	-es	-es
los apartamentos	papeles	Luces	
las casas	los animales	peces	
los títulos		Las veces	
Plurals			
-s	-s	-es	-ies
books	titles	houses	communities
apartments	papers	buses	families
	dolls	lunches	parties

Syntax and Grammar



Español	English
el <u>sol</u> ?	the sun
la <u>rotación</u>	the <u>rotation</u>
la <u>luna</u> <u>llena</u>	the <u>full</u> <u>moon</u>
la <u>luna</u> <u>menguante</u>	the <u>waning</u> <u>moon</u>
la <u>media</u> <u>luna</u>	the <u>half</u> <u>moon</u>
las <u>fases</u> de la luna	the <u>phases</u> of the moon
la <u>luna</u> <u>nueva</u>	the <u>new</u> ? <u>moon</u>
la <u>luna</u> <u>creciente</u>	the <u>waxing</u> moon

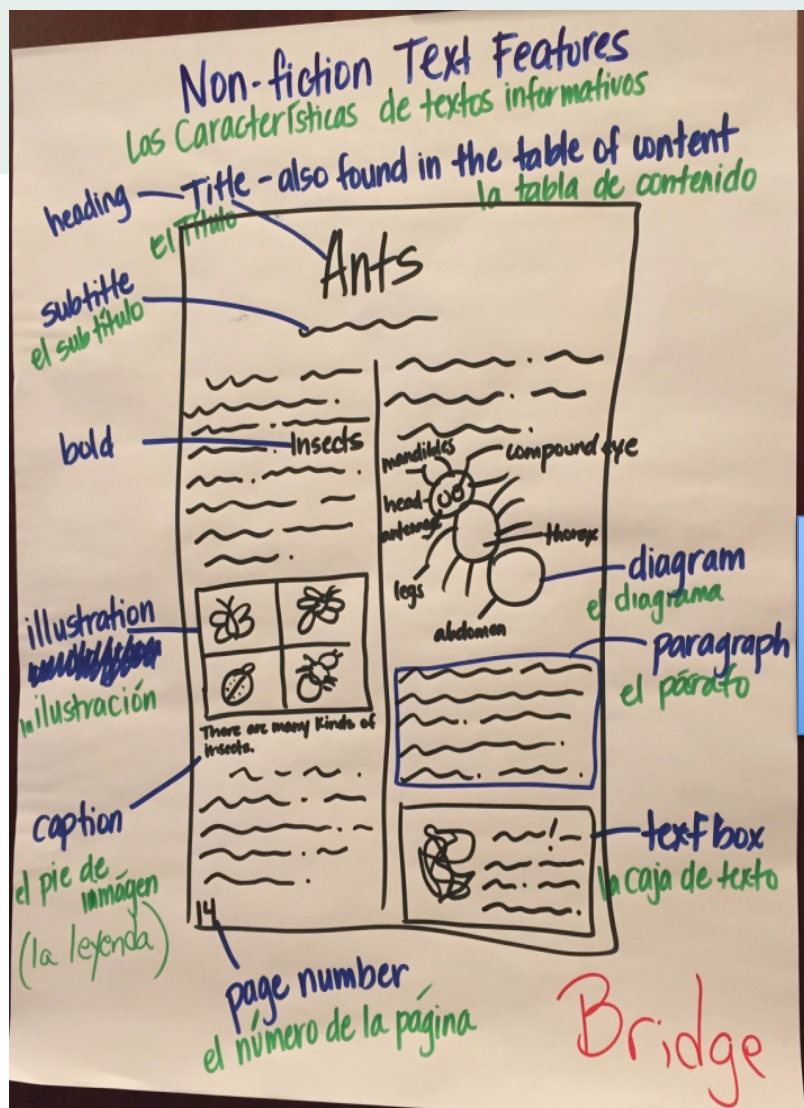


L	LL	L LL same	L silent	
luna	llena	milk	full	half
artículo	amarillo	English	silly	calf
		life	really	
		language		
		lie		

Phonology

Transfer: Solar system



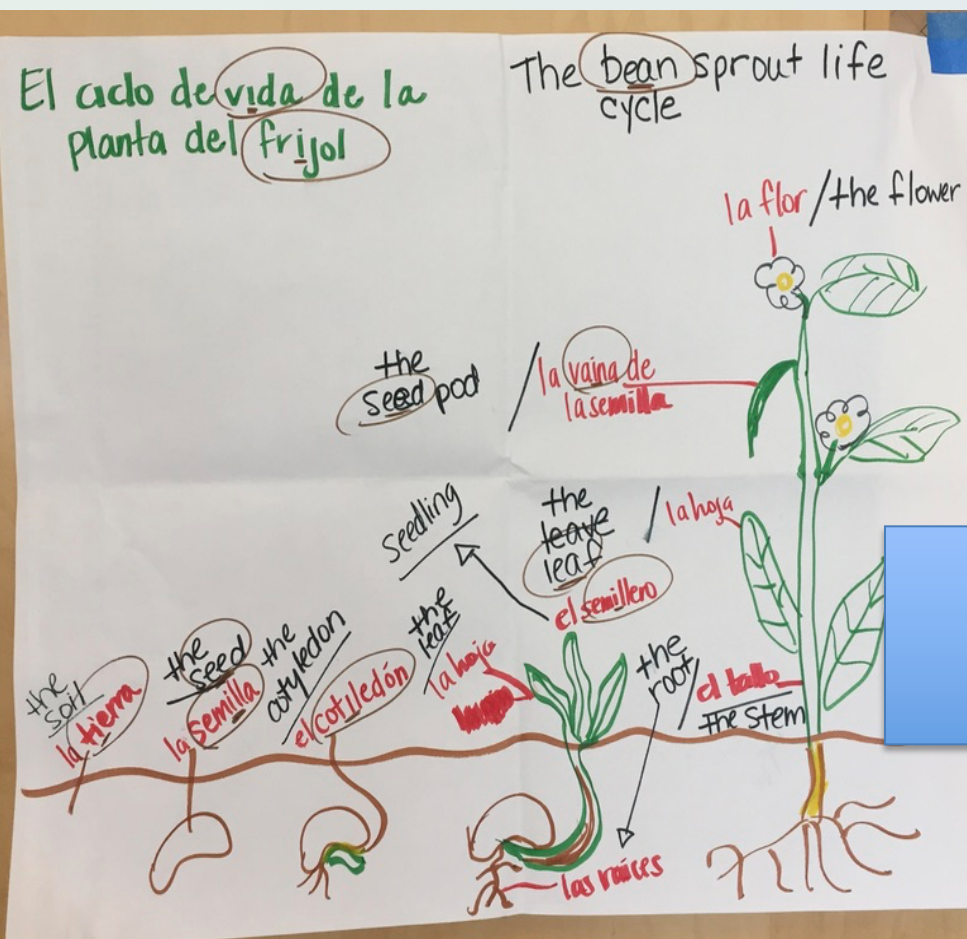


-ción	-tion
(el estado de algo o una calidad de algo)	(state or quality)
evaporación	evaporation
condensación	condensation
atención	attention
precaución	caution

Morphology



Transfer: Non-Fiction Texts
 and Ants



i	ea	ee
semilla	sea	seed
tierra	tea	tree
vaina	read	three
semillero	leaf	meet
cotiledón	meat	coffee
frijol		
vida	bean	

Transfer: Life cycle of the Bean

Phonology



La clorofila	Chlorophyll
La <u>clorofila</u> - que es una <u>sustancia</u> <u>organica</u> capta la luz <u>energía solar</u> (luz), la luz provoca la ruptura de la <u>molécula</u> de agua, es decir se rompe el enlace químico que une el hidrógeno con el	<u>chlorophyll</u> is An <u>organic Substance</u> that captures (<u>solar energy</u>) <u>Sunlight</u> . The sunlight causes the water <u>molecule</u> to break apart. That means that the chemical bond that connects <u>hydrogen</u> with <u>oxygen</u> separates.

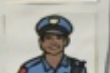
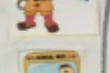


Metalinguistic Focus	
Syntax - word	Order
Spanish	English
Sustancia ¹ organica ²	organic ² substance ¹
energía ¹ solar ²	solar ² energy ¹
enlace ¹ químico ²	chemical ² bond ¹
Rule/	
Noun → Adjective	Adjective → Noun
1 2	2 1

**Transfer: Photosynthesis/
Chlorophyll**

Syntax and Grammar



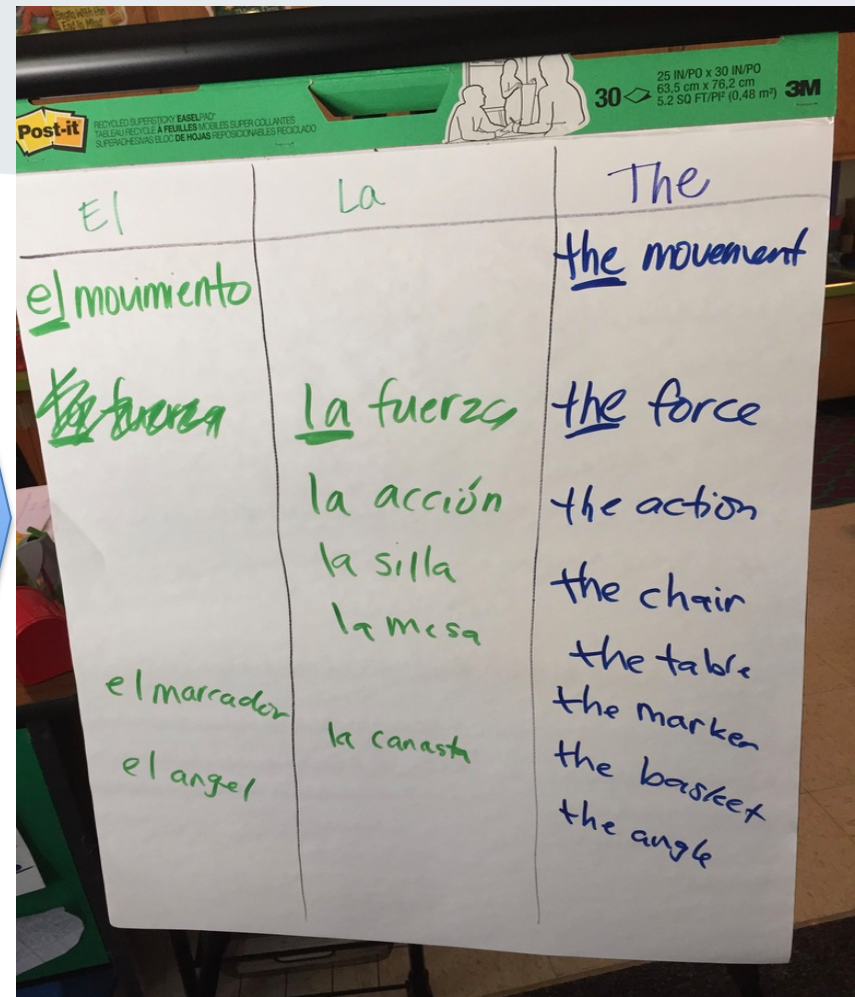
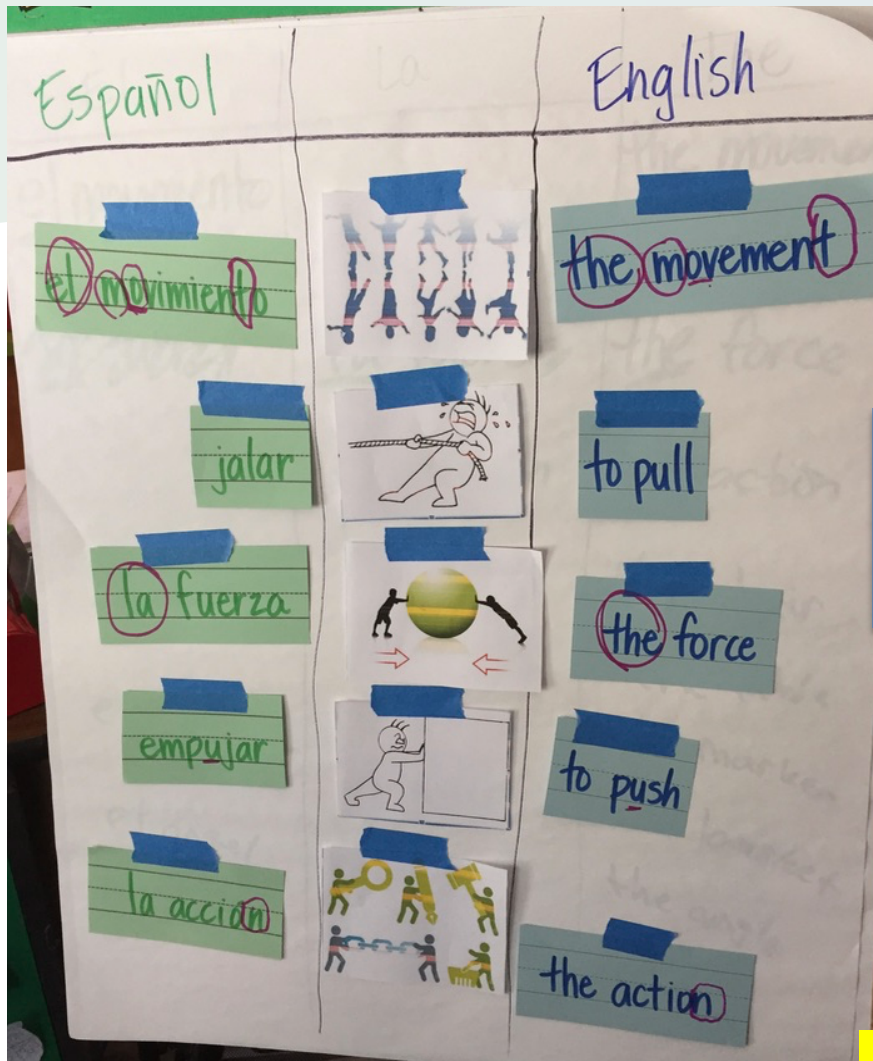
English		中文
jobs		工作
teacher		老师
doctor		医生
construction worker		建筑工人
police officer		警察
fire fighter		消防员
bus driver		司机

police officer		警官	
policeman		男警察	
police woman		女警察	

Morphology

Community Workers





Forces and Motion

Grammar: Articles and Gender



English	Español
<u>displacement</u>	<u>desplazamiento</u>
<u>resources</u>	<u>los recursos</u>
settlement	el asentamiento
Queen Elizabeth	Isabela la primera de Inglaterra
John White	John White
New World	el nuevo mundo
<u>unsolved</u>	<u>sin resolución</u>
<u>Tension</u>	<u>tensión</u>
Immigrants	los inmigrantes
<u>challenges</u>	<u>los retos</u>
<u>natives</u>	<u>los nativos</u>

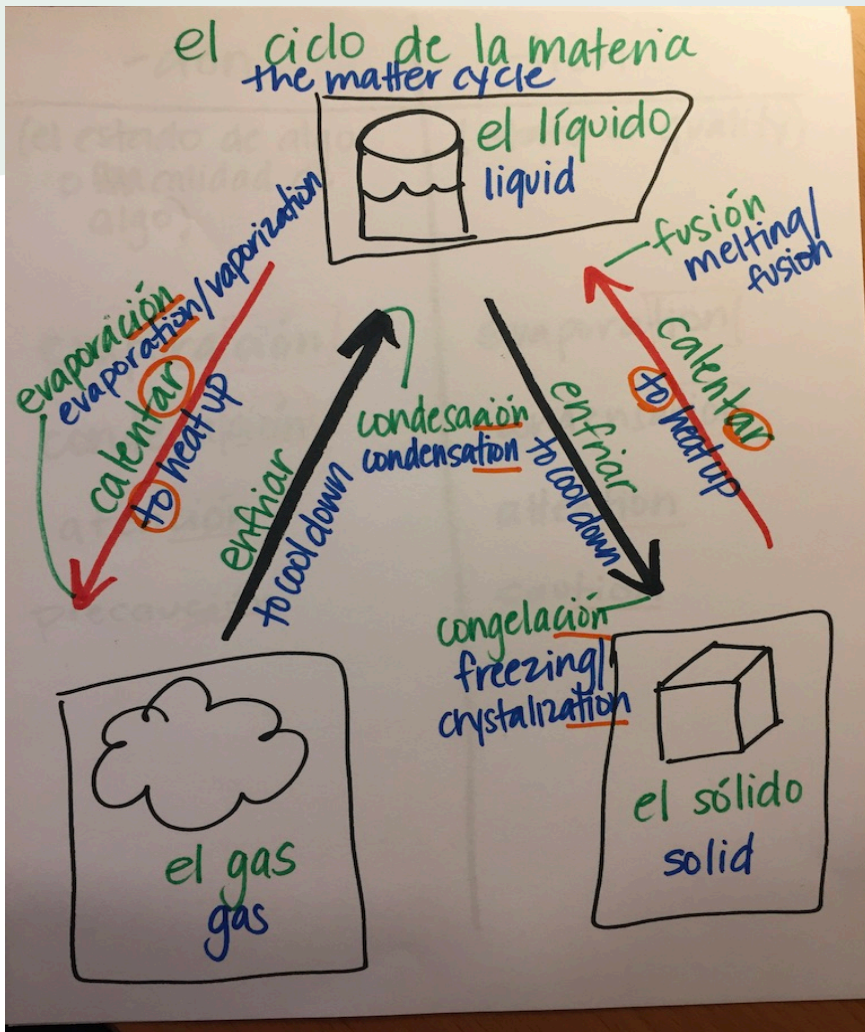


dis- without	des- sin tener
<u>dis</u> advantage	<u>des</u> ventaja
<u>dis</u> grace	<u>des</u> gracia
<u>dis</u> placement	<u>des</u> plazar
un- not	in- [0] sin (singero no ser)
<u>un</u> believable	<u>in</u> creíble
<u>un</u> able	<u>sin</u> habilidad
<u>un</u> solved	<u>sin</u> resolución

The Lost Colony of North Carolina- Settlers and Immigrants

Morphology





Español (verbos en el infinitivo)	English (verbs in the infinitive)
calentar	to heat up
enfriar	to cool down
buscar	to look for
cantar	to sing
escuchar	to listen to
hablar	to speak

Grammar: Infinitive

States of Matter



English	Chinese
Characters are an important element of a story, they are what makes a story come alive. As a reader, it is important to become the character, see the world as they see it, and empathize with the character. This can help you, as the reader, predict how a character will respond to an event and better understand the story. As a writer, it is important to identify know your character well so you can "show" what the character wants using descriptive language, explicit details, vivid actions, and dialogue. This captures hooks the reader into reading more.	人物是故事中一个重要的部分。人物的描写可以让故事栩栩如生。我们做作为读者应该将自己想象成故事中的人物，身临其境，体会人物的感受。这样才可以帮助读者更好地理解故事，并且预测故事的发展。作为一个作者，我们应该非常了解你所要描述的人物，这样才能能够用描述性的语言、细节、动作和对话来表达人物的需要。这些都是吸引读者深入阅读的原因。



English	Chinese
verb tense (past), I ate already.	我 <u>吃</u> <u>过</u> 饭了。
I finished my homework	我 <u>写</u> <u>完</u> 作业了。
I read that book.	我 <u>看</u> <u>过</u> 那本书了。
Verb + $\begin{cases} \text{ed} \\ \text{irregular} \end{cases}$	动词 + $\begin{cases} \text{过} \\ \text{or} \\ \text{完} \end{cases}$ 名词

Grammar: Verb conjugations

Role of Characters in Stories



Considerations in Choosing the Area of Contrastive Analysis

- Choose one element to teach and practice
- Use student authentic writing and other performance-based assessment to determine what students need
- Use the CCSS: Foundational Skills (K-5) and Language



Additional Considerations

- Contrastive analysis charts are “born” in a transfer Bridge.
- Contrastive Analysis charts stay up all year long.
- New examples are added throughout the year.



Choose the Area of Contrastive Analysis for this Transfer Bridge

Español	English
el magma	magma
la <u>erosión</u>	<u>erosion</u>
las rocas sedimentarias	sedimentary rocks
la <u>presión</u>	<u>pressure</u>
las rocas ígneas	igneous rocks
las rocas metamórficas	metamorphic rocks
el calor	heat
el <u>ciclo</u>	<u>cycle</u>

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Orden de palabras	Word Order
la roca <u>sedimentaria</u>	the <u>sedimentary</u> rock
las rocas <u>metamórficas</u>	the <u>metamorphic</u> rocks
las rocas <u>ígneas</u>	the <u>igneous</u> rock
la mochila <u>verde</u>	the <u>green</u> backpack
el lápiz <u>azul</u>	the <u>blue</u> pencil
los autobuses <u>amarillos</u>	the <u>yellow</u> buses
el pelo <u>largo</u>	the <u>long</u> hair
la luz <u>brillante</u>	the <u>bright</u> light

Turn and Talk

- I learned that _____.
- I can't wait to _____.
- I still wonder _____.



Evaluation

- SCHED. (Illinois Resource Center)
- Once your evaluation is completed, you will be awarded proof of attendance and continuing education credits.