



# Teaching for Biliteracy: Strengthening Bridges between Languages

3 Day Summer Institute  
*Issaquah Middle School, Issaquah, WA*

**Thursday, August 8, 2019**

## **Agenda:**

1. What systems and structures support biliteracy (curriculum, standards and assessment)?
  - Planning for standards-based instruction – Focus on biliteracy maps and the BUF Triangle
2. What are the elements of the Bridge and Metalinguistic Focus?
3. Institute Closure as a group

Lunch 12:00 to 1:00 p.m.

4. Afternoon Breakouts
  - Balanced Literacy and Biliteracy: Melody Wharton
  - Biliteracy Assessments and Implications for MTSS: Crystal Ramos
  - *Cómo Funciona el español (la ponencia se hará en español)*: Karen Beeman

**Before you leave today, please complete this on-line evaluation with your team:**

**<http://bit.ly/SeattleSummerInstituteEval2019>**



## What systems and structures support biliteracy (curriculum, standards, and assessment)?

- BUF Triangle: Standards, Big Ideas, and Summative Assessment Integrating Language, Literacy, Content, and Inquiry
- Biliteracy Curriculum Maps

|                                                                                                    |                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Teaching for Biliteracy:<br/>Strengthening Bridges between<br/>Languages</i></b>             | <a href="http://www.TeachingForBiliteracy.com">www.TeachingForBiliteracy.com</a>                                                                                |
| <b>Chapter 4</b><br><br>Unit Planning for The Strategic<br>Use of Two Languages<br><b>Pp 51-52</b> | <b>BUFs -&gt;<br/>Samples</b><br>-Samples from the Book<br>-Exemplar BUFs<br><br><b>Tips on Writing BUFs:</b><br>-Biliteracy Curriculum Development in 10 Steps |

## Overview: Biliteracy Curriculum Mapping Process

| Steps                                                                                                                                                                                                                                | Components                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Group Dynamics: Before beginning the process, define roles and responsibilities and assign roles. Roles will change at every step of the process. All team members are expected to play an active role throughout the whole process. |                                                                                                                                                                                                                  |
| <b>I. A<br/>Program Design<br/>and First Draft of<br/>Biliteracy Curriculum Map</b>                                                                                                                                                  | Vision                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                      | Literacy Pedagogy                                                                                                                                                                                                |
|                                                                                                                                                                                                                                      | Language and Content Allocation Plan                                                                                                                                                                             |
|                                                                                                                                                                                                                                      | Review the standards                                                                                                                                                                                             |
|                                                                                                                                                                                                                                      | Draw the Language and Content Allocation on the Butcher Paper.<br>Bundle the content area standards.                                                                                                             |
|                                                                                                                                                                                                                                      | Begin to write year-long and unit storylines, starting with the content focus.<br>Add them to your maps.                                                                                                         |
|                                                                                                                                                                                                                                      | Select the writing standards and the writing genre                                                                                                                                                               |
|                                                                                                                                                                                                                                      | Select the reading standards                                                                                                                                                                                     |
|                                                                                                                                                                                                                                      | Complete the storylines by adding the literacy portion to the storylines.                                                                                                                                        |
| <b>I. B. Review, Reflect and Revise</b>                                                                                                                                                                                              | Review, Reflect and Revise the first draft of the map, focusing on rigor and balance.                                                                                                                            |
| <b>II. Unit Backwards Design</b>                                                                                                                                                                                                     | BUF Triangle: <ul style="list-style-type: none"> <li>• Standards</li> <li>• Big Ideas</li> <li>• Learning and Language Objectives - Rigor</li> </ul> Summative Assessment                                        |
| <b>III. Unit Learning Plan</b>                                                                                                                                                                                                       | Materials                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                      | Instructional Activities for: <ul style="list-style-type: none"> <li>• Oracy</li> <li>• Content</li> <li>• Reading</li> <li>• Writing</li> <li>• Word Study</li> </ul> Bridge: Transfer and Contrastive Analysis |

**Common Core State Standards ELA-Literacy**  
**Anchor Standards For Reading**  
**For mapping purposes, use your grade level standards.**

| <b>Literary Texts</b>                                | <b>Anchor Standard</b>                                                                                                                                                                                               | <b>Informational Texts</b> |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Key Ideas and Details</b>                         |                                                                                                                                                                                                                      |                            |
|                                                      | <b>R. CCRA.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |                            |
|                                                      | R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas                                                                                    |                            |
|                                                      | R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                           |                            |
| <b>Craft and Structure</b>                           |                                                                                                                                                                                                                      |                            |
|                                                      | R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                  |                            |
|                                                      | R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.               |                            |
|                                                      | R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.                                                                                                                                  |                            |
| <b>Integration of Knowledge and Ideas</b>            |                                                                                                                                                                                                                      |                            |
|                                                      | R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                                           |                            |
|                                                      | R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                                         |                            |
|                                                      | R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                                                                    |                            |
| <b>Range of Reading and Level of Text Complexity</b> |                                                                                                                                                                                                                      |                            |
|                                                      | <b>R.CCR.10</b> Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                         |                            |

**CCSS.ELA Core Standards for Writing**  
**For mapping purposes, use your grade level standards.**

|                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Text Types and Purposes:</b>                                                                                                                                                                                                 |
| CCSS.ELA-Literacy.CCRA.W1<br>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.                                                        |
| CCSS.ELA-Literacy.CCRA.W2<br>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.             |
| CCSS.ELA-Literacy.CCRA.W3<br>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                             |
| <b>Production and Distribution of Writing:</b>                                                                                                                                                                                  |
| CCSS.ELA-Literacy.CCRA.W4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.                                                                |
| CCSS.ELA-Literacy.CCRA.W5<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                      |
| CCSS.ELA-Literacy.CCRA.W6<br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                                                                                |
| <b>Research to Build and Present Knowledge:</b>                                                                                                                                                                                 |
| CCSS.ELA-Literacy.CCRA.W7<br>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                              |
| CCSS.ELA-Literacy.CCRA.W8<br>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                  |
| CCSS.ELA-Literacy.CCRA.W9<br>Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                  |
| <b>Range of Writing:</b>                                                                                                                                                                                                        |
| CCSS.ELA-Literacy.CCRA.W10<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

## IL Social Science Standards K-5

### Elementary Themes

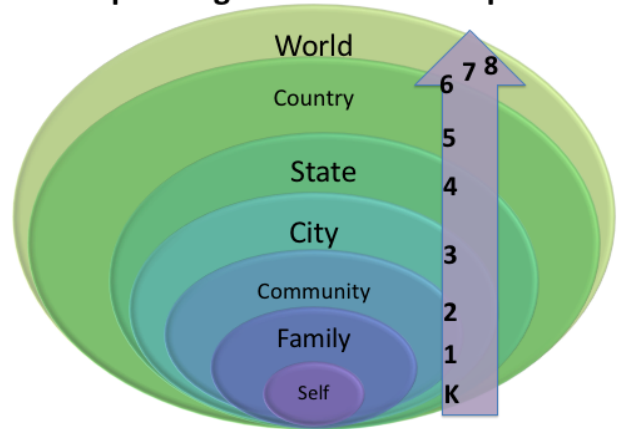
Use as a Framework for Addressing the Standards

|                      |                                          |
|----------------------|------------------------------------------|
| <b>Kindergarten:</b> | My Social World                          |
| <b>First Grade:</b>  | Living, Learning, and Working Together   |
| <b>Second Grade:</b> | Families, Neighborhoods, and Communities |
| <b>Third Grade:</b>  | Communities Near and Far                 |
| <b>Fourth Grade:</b> | Our State, Our Nation                    |
| <b>Fifth Grade:</b>  | Our Nation, Our World                    |

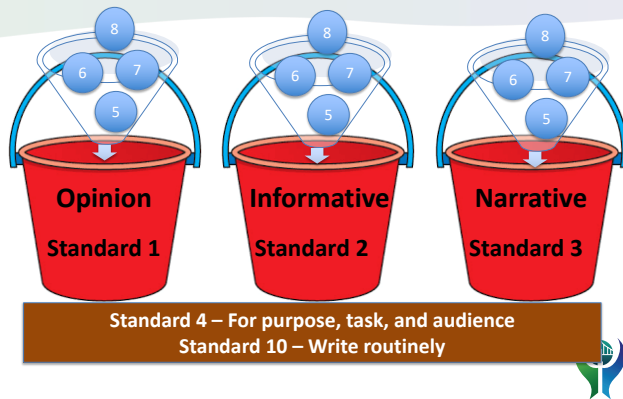
Source: Illinois Social Science Standards Recommendations, June 2017  
www.TeachingForBiliteracy.com



## Expanding Communities Sequence



## Organization of the CCSS Writing Standards



## Genres within each bucket

(Source: Pathways to the Common Core)

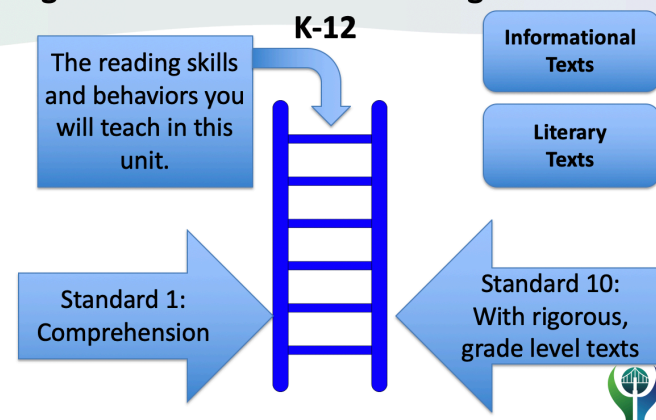
| Persuasive/Opinion/Argument                                                                                                  | Informational/Functional/Procedural                                                                                                                                                    | Narrative Writing                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Persuasive Letter<br>Review<br>Personal Essay<br>Literary Essay<br>Historical essay<br>Petition<br>Editorial<br>Op-Ed Column | Fact Sheet<br>News Article<br>Feature Article<br>Blog<br>Website<br>Report<br>Analytic Memo<br>Research Report<br>Nonfiction book<br>How-to-book<br>Directions<br>Recipe<br>Lab Report | Personal Narrative<br>Fiction<br>Historical Fiction<br>Fantasy<br>Narrative Memoir<br>Biography<br>Narrative Nonfiction |

## BOX 3-1

### PRACTICES FOR K-12 SCIENCE CLASSROOMS

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## Organization of the CCSS Reading Standards



## Resources:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCIENCE:</b><br>The Next Generation Science Standards Executive Summary:<br>Bundling the NGSS<br><a href="https://www.nextgenscience.org/resources/bundling-ngss">https://www.nextgenscience.org/resources/bundling-ngss</a><br>FAQ's <a href="https://www.nextgenscience.org/faqs">https://www.nextgenscience.org/faqs</a><br>The Standards: <a href="https://www.nextgenscience.org">https://www.nextgenscience.org</a>                                                                  | <b>SOCIAL STUDIES</b><br><a href="https://www.socialstudies.org/c3">https://www.socialstudies.org/c3</a><br><a href="https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx">https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx</a><br>(Illinois adopted standards)<br><a href="http://www.ilsocialscienceinaction.org/">http://www.ilsocialscienceinaction.org/</a><br>(Illinois Social Sciences in Action - Teacher Website) |
| <b>LANGUAGE ARTS</b><br><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a><br><a href="http://www.achievethecore.org">www.achievethecore.org</a> (Good examples of writing for each grade level)<br><a href="http://www.teachingforbilitery.com/tips-on-writing-bufs/">http://www.teachingforbilitery.com/tips-on-writing-bufs/</a> (Bilingual)                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>SUMMATIVE ASSESSMENT:</b><br><a href="https://www.nsbsd.org/cms/lib/AK01001879/Centricity/Domain/769/GRASP.pdf">https://www.nsbsd.org/cms/lib/AK01001879/Centricity/Domain/769/GRASP.pdf</a>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Books:</b> <ul style="list-style-type: none"><li>• Ainsworth, L (2015); Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction and Assessment; Corwin Press: Thousand Oaks: CA</li><li>• Ainsworth, L, 2014), "Unwrapping" the Common Core: A Practical Process to Manage Rigorous Standards, Lead &amp; Learn Press: Englewood, CO</li><li>• Calkins, L., Ehrenworth, M and Lehman, C (2012) Pathways to the Common Core, Heinemann: NH</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Resources: Exemplar BUFs: <http://www.teachingforbilitery.com/samples/>



## Center for Teaching for Biliteracy Mapping Questions

Grade Level:

| Questions:                                                                                                                                                             | Answers: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Look at your map. How much instructional time is spent in each language?                                                                                            |          |
| 2. On your map, which subjects are allocated to each language?                                                                                                         |          |
| 3. On your map, find the first unit of instruction in Spanish. What is the unit name and essential question?                                                           |          |
| 4. Find the first unit of instruction in English. What is the unit name and essential question?                                                                        |          |
| 5. Look at the Science (NGSS) standards on your map across the year. What do you notice?                                                                               |          |
| 6. The Science (NGSS) bundles on my map reflect _____ (what kind of bundling?)                                                                                         |          |
| 7. The Social Science (C3) bundles are organized through _____ (what theme)?                                                                                           |          |
| 8. Some biliteracy maps do not have science or social science standards as their meaningful context for meaning. What did these maps use for their meaningful context? |          |
| 9. On your map how are the writing standards reflected? What do they mean? (read the actual standards). Hint: buckets                                                  |          |
| 10. On your map how are the reading standards reflected? What do they mean? (read the standards) Hint: ladders                                                         |          |



|                                                                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 11. Find a year long storyline on the map. What does it tell you? Paraphrase the storyline by describing what students will be doing throughout the unit. |  |
| 12. Find a unit storyline on the map. What does it tell you? How was it written? How would you use it if you received it in your curriculum?              |  |
| 13. How is the Bridge reflected on your map?                                                                                                              |  |
| 14. What is the relationship between the Spanish and the English units?                                                                                   |  |
| 15. How does this map translate into daily classroom instruction? Look at the accompanying schedule.                                                      |  |

## Standards Based Biliteracy Maps: Reducing Redundancy and Optimizing Transfer

| Biliteracy Guideline                                                                                                                                                                                                                                                                          | Notes: How do you observe each guideline on the biliteracy map? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Content (science, social studies and math) is taught in one language only at each grade level. This is called content allocation.                                                                                                                                                             |                                                                 |
| In PreK through 5 <sup>th</sup> grade, content and literacy instruction are integrated.                                                                                                                                                                                                       |                                                                 |
| <p>All students receive literacy instruction in both languages every day, beginning at entry into the program.</p> <ul style="list-style-type: none"> <li>— Each language arts class focuses on different standards; NOT the same theme, standards simultaneously or stories ever.</li> </ul> |                                                                 |
| Students are together for differentiated, but not separate, instruction.                                                                                                                                                                                                                      |                                                                 |

**Biliteracy Guidelines, Beeman & Urow, 2013**

## Literacy Standards Tally Sheet

| Informational Texts Reading Standards |    |         |
|---------------------------------------|----|---------|
| Spanish                               |    | English |
|                                       | 1  |         |
|                                       | 2  |         |
|                                       | 3  |         |
|                                       | 4  |         |
|                                       | 5  |         |
|                                       | 6  |         |
|                                       | 7  |         |
|                                       | 8  |         |
|                                       | 9  |         |
|                                       | 10 |         |

| Literary Texts Reading Standards |    |         |
|----------------------------------|----|---------|
| Spanish                          |    | English |
|                                  | 1  |         |
|                                  | 2  |         |
|                                  | 3  |         |
|                                  | 4  |         |
|                                  | 5  |         |
|                                  | 6  |         |
|                                  | 7  |         |
|                                  | 8  |         |
|                                  | 9  |         |
|                                  | 10 |         |

| Writing Standards |            |         |                            |         |              |         |
|-------------------|------------|---------|----------------------------|---------|--------------|---------|
|                   | 1- Opinion |         | 2- Informative/Explanatory |         | 3- Narrative |         |
|                   | English    | Spanish | English                    | Spanish | English      | Spanish |
| U1                |            |         |                            |         |              |         |
| U2                |            |         |                            |         |              |         |
| U3                |            |         |                            |         |              |         |
| U4                |            |         |                            |         |              |         |
| U5                |            |         |                            |         |              |         |
| U6                |            |         |                            |         |              |         |
| U7                |            |         |                            |         |              |         |
| Total             |            |         |                            |         |              |         |

| The Different Kinds of Writing Within Each Bucket                                                                            |                                                                                                                                                                                        |                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Standard 1:<br/>Opinion/ Argumentative</b>                                                                                | <b>Standard 2:<br/>Informative/<br/>Explanatory</b>                                                                                                                                    | <b>Standard 3:<br/>Narrative</b>                                                                                        |
| Persuasive Letter<br>Review<br>Personal Essay<br>Literary Essay<br>Historical essay<br>Petition<br>Editorial<br>Op-Ed Column | Fact Sheet<br>News Article<br>Feature Article<br>Blog<br>Website<br>Report<br>Analytic Memo<br>Research Report<br>Nonfiction book<br>How-to-book<br>Directions<br>Recipe<br>Lab Report | Personal Narrative<br>Fiction<br>Historical Fiction<br>Fantasy<br>Narrative Memoir<br>Biography<br>Narrative Nonfiction |

## K-5 Literacy Standards Tally Sheet

| Informational Texts Reading Standards |   |   |   |   |   |    |         |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|----|---------|---|---|---|---|---|
| Spanish                               |   |   |   |   |   |    | English |   |   |   |   |   |
| K                                     | 1 | 2 | 3 | 4 | 5 |    | K       | 1 | 2 | 3 | 4 | 5 |
|                                       |   |   |   |   |   | 1  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 2  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 3  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 4  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 5  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 6  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 7  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 8  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 9  |         |   |   |   |   |   |
|                                       |   |   |   |   |   | 10 |         |   |   |   |   |   |

| Literary Texts Reading Standards |   |   |   |   |   |    |         |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|----|---------|---|---|---|---|---|
| Spanish                          |   |   |   |   |   |    | English |   |   |   |   |   |
| K                                | 1 | 2 | 3 | 4 | 5 |    | K       | 1 | 2 | 3 | 4 | 5 |
|                                  |   |   |   |   |   | 1  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 2  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 3  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 4  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 5  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 6  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 7  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 8  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 9  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 10 |         |   |   |   |   |   |

| Writing Standards |           |         |                           |         |             |         |
|-------------------|-----------|---------|---------------------------|---------|-------------|---------|
|                   | 1 Opinion |         | 2 Informative/Explanatory |         | 3 Narrative |         |
|                   | English   | Spanish | English                   | Spanish | English     | Spanish |
| K                 |           |         |                           |         |             |         |
| 1                 |           |         |                           |         |             |         |
| 2                 |           |         |                           |         |             |         |
| 3                 |           |         |                           |         |             |         |
| 4                 |           |         |                           |         |             |         |
| 5                 |           |         |                           |         |             |         |
| 6                 |           |         |                           |         |             |         |
| 7                 |           |         |                           |         |             |         |
| 8                 |           |         |                           |         |             |         |
| 9                 |           |         |                           |         |             |         |
|                   |           |         |                           |         |             |         |
|                   |           |         |                           |         |             |         |

## 6-12 Literacy Standards Tally Sheet

| Informational Texts Reading Standards |   |   |   |    |    |    |         |   |   |   |    |  |
|---------------------------------------|---|---|---|----|----|----|---------|---|---|---|----|--|
| Spanish                               |   |   |   |    |    |    | English |   |   |   |    |  |
| 6                                     | 7 | 8 | 9 | 10 | 11 |    | 6       | 7 | 8 | 9 | 10 |  |
|                                       |   |   |   |    |    | 1  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 2  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 3  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 4  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 5  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 6  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 7  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 8  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 9  |         |   |   |   |    |  |
|                                       |   |   |   |    |    | 10 |         |   |   |   |    |  |

| Literary Texts Reading Standards |   |   |   |   |   |    |         |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|----|---------|---|---|---|---|---|
| Spanish                          |   |   |   |   |   |    | English |   |   |   |   |   |
| K                                | 1 | 2 | 3 | 4 | 5 |    | K       | 1 | 2 | 3 | 4 | 5 |
|                                  |   |   |   |   |   | 1  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 2  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 3  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 4  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 5  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 6  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 7  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 8  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 9  |         |   |   |   |   |   |
|                                  |   |   |   |   |   | 10 |         |   |   |   |   |   |

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

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Teaching for Biliteracy:<br/>Strengthening Bridges between<br/>Languages</i></b></p>                                                                                        | <p><a href="http://www.TeachingForBiliteracy.com">www.TeachingForBiliteracy.com</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Chapter 1</b><br/><i>The Bridge and Bridging</i>, pp. 4-5</p> <p><b>Chapter 10</b><br/><i>The Bridge: Strengthening<br/>Connections between<br/>Languages</i>, pp. 133-150</p> | <p><b>Resources -&gt;</b></p> <ul style="list-style-type: none"> <li>• Research Articles</li> <li>• Book Study Guides – Chapter 10</li> </ul> <p><b>Videos-&gt;</b></p> <ul style="list-style-type: none"> <li>• The Bridge – These videos show the Bridge in a variety of classrooms, from Kindergarten to Middle School.</li> </ul> <p><b>About -&gt;</b></p> <ul style="list-style-type: none"> <li>• Blogs -&gt;             <ul style="list-style-type: none"> <li>○ <b>Beginning with Biliteracy</b> <ul style="list-style-type: none"> <li>- The Earliest Connections: Bridging in Kindergarten</li> <li>- Planning and Implementing a Bridge with Young Students</li> <li>- Unexpected Noticings</li> </ul> </li> </ul> </li> </ul> |

The Bridge has 2 purposes:

- 1.
- 2.

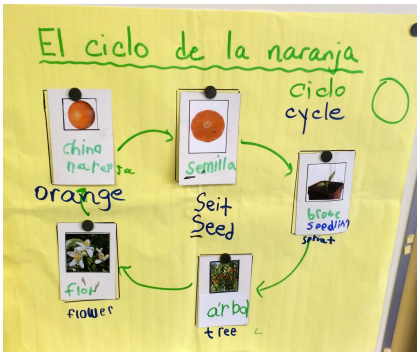
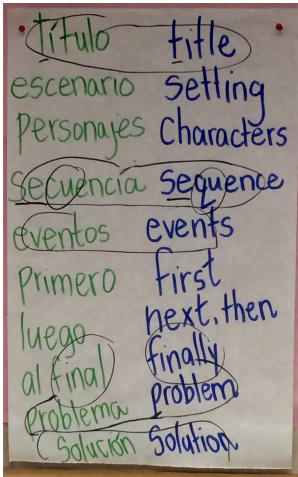
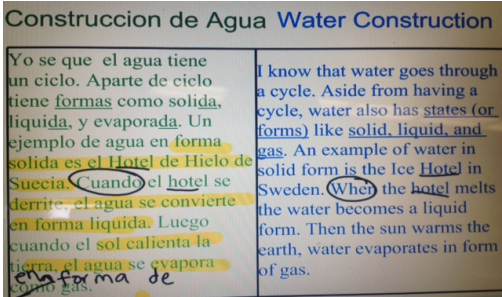


| The Bridge for Biliteracy                                                                                                                                     |                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| The Bridge ...                                                                                                                                                | The Bridge is not...                                                                                  |
| occurs once students have engaged in oracy, reading and writing about the concept in one language and have been assessed on the concept in that same language | an opportunity to re-teach the content in the other language, or to clear up student misunderstanding |
| occurs once the students have learned the concept well in one language                                                                                        | flip flopping                                                                                         |
| is about transfer                                                                                                                                             | concurrent translation by the teacher                                                                 |
| Is about language – developing metalinguistic awareness                                                                                                       | a list of words provided by the teacher                                                               |
| is planned by the teacher                                                                                                                                     | a packaged program or the only time English takes place.                                              |

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia

Bridging, as defined by Beeman and Urow, is student generated, occurs at any time, and is when students notice how their two languages are similar and different. The more Bridges that occur, the more “bridging” is developed.

### Three Types of Bridges: Part One of the Bridge

| Illustration                                                                       | Side-by-Side                                                                        | Así se Dice                                                                          |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |

| Areas of Contrastive Analysis for the Bridge                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element and area of focus                                                                                                                                                                                                       | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Phonology (sound system) <ul style="list-style-type: none"> <li>Sounds that are different in the two languages.</li> <li>Sounds that are similar in the two languages.</li> </ul>                                               | <ul style="list-style-type: none"> <li>Sound-symbol correspondence (e.g., the [k] sound: “qu” or “c” in Spanish; “c” or “k” in English)</li> <li>Silent letters (e.g., “h” and “u” in Spanish; many in English)</li> <li>The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)                                                                                                                                  | <i>informal</i> – informal<br><i>informar</i> – inform<br><i>socialismo</i> – socialism<br><i>desastroso</i> – disastrous<br><i>preparar</i> – prepare<br><i>profesión</i> – profession<br><i>educación</i> – education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Syntax and grammar (sentence structure) <ul style="list-style-type: none"> <li>Rules for punctuation, grammar, word order, etc. unique to each language</li> <li>Areas that are similar and areas that are different</li> </ul> | Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!)<br><br>Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution)<br><br>In Spanish accents change the meaning of words (e.g., <i>el papa vive en Roma</i> ; <i>la papa es deliciosa</i> ; <i>mi papá es muy trabajador</i> )<br><br>Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i> )<br><br>Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. <i>¡Voy!</i> )<br><br>English contains possessive nouns; Spanish does not (e.g., my grandmother’s house – <i>la casa de mi abuela</i> ) |
| Pragmatics (language use) <ul style="list-style-type: none"> <li>Cultural norms or contexts that are reflected in language use.</li> <li>Use of overlapping cultural norms in a bilingual context.</li> </ul>                   | Questions about age avoid the word “old” in Spanish because it has negative connotations ( <i>¿Cuántos años tienes?</i> )<br><br>Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i> .<br><br>Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i> . My fathers win lots of money).                                                                                                                                                                                                                                                                                                  |

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To see some sample Bridges in action, go to:

[www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com) -> Videos -> Bridge

## 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)                        |              |

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

## Implementing Biliteracy....Possible Next Steps

| Short Term and Individual                                                                                         | Long Term and Collaborative                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Get to know your students: simultaneous or sequential? Based on what they can do with language, plan instruction. | Articulate your literacy pedagogy and therefore, your biliteracy pedagogy.                                                                                     |
| Plan for and use oracy.                                                                                           | Build collaborative relationships: trust, flexibility and shared philosophy.                                                                                   |
| Use high leverage strategies: TPR, ART, LEA, Fishbowl, Sentence Prompt, word bank, student pairings, etc.         | Fine-tune your biliteracy “systems”, or structures (vision, daily schedules, language and content allocation plan). Use the biliteracy guidelines to help you. |
| Set up 3 linguistic spaces in the classroom. Teach Spanish “a la Spanish” and English “a la English”.             | <b>Start biliteracy curriculum mapping and move into BUF writing.</b>                                                                                          |
| Plan for the strategic use of language; reduce flip-flopping and stay in the language of instruction.             | <b>Use the standards and big ideas to plan a Bridge: transfer and metalinguistic development</b>                                                               |
| Focus on your mindset (move to the biliteracy mindset) and on what you control.                                   | <b>Identify the standards and big ideas you are teaching and use them to plan oracy and literacy instruction. Start writing BUFs.</b>                          |