

The Bridge



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Teaching for Biliteracy:
Strengthening Bridges Between Languages
3-Day Summer Institute
August 6-8, 2019

**What is the purpose of the
Bridge and how is this evident in
its elements?**



Session's Outcomes:

- Identify the purpose of the Bridge
- Describe the steps or elements of the Bridge and how they are planned for
- Differentiate between the transfer Bridge and the contrastive analysis Bridge
- Identify possible areas of contrastive analysis



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.**



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 language 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

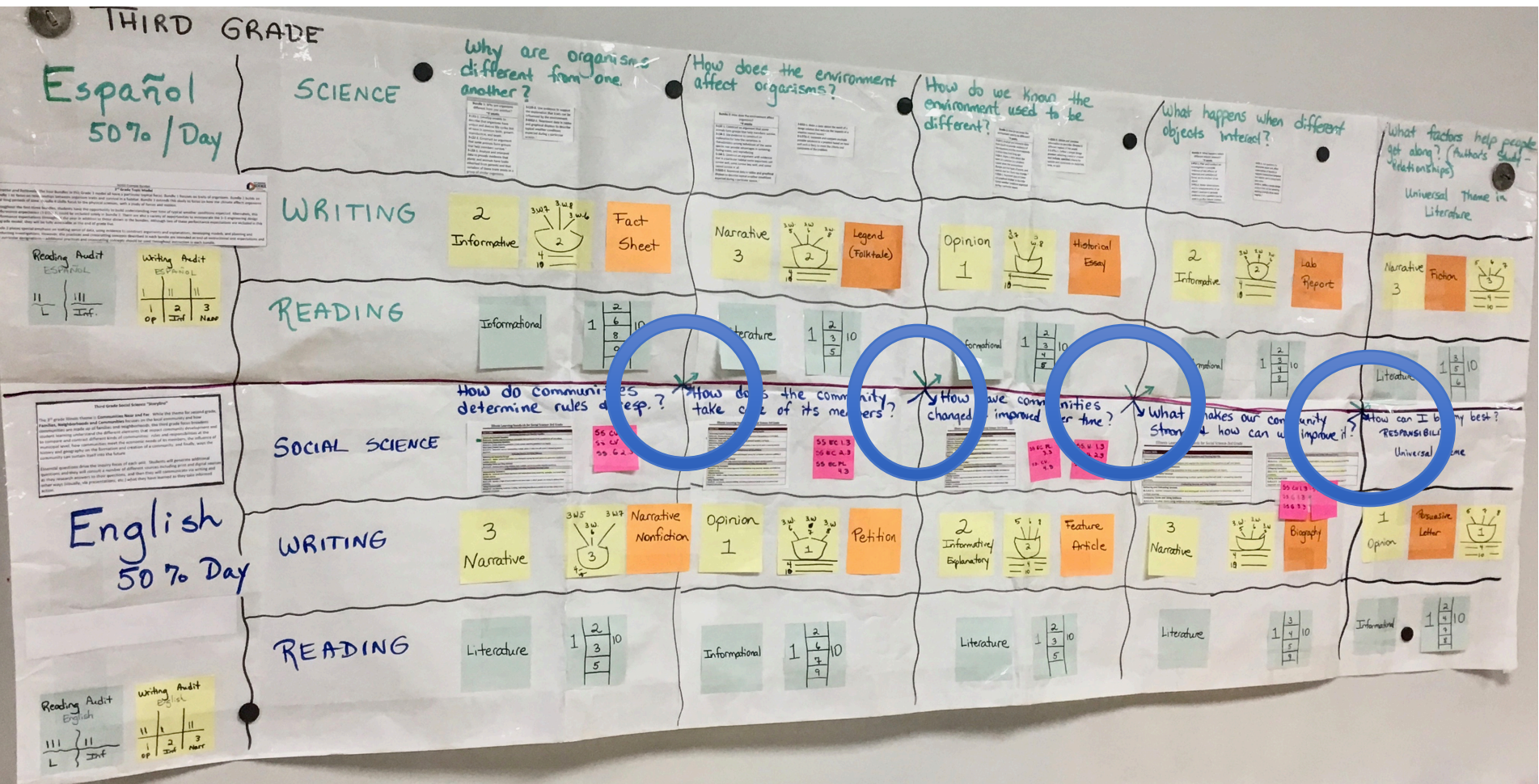
Option A: 80/20 or 90/10 Model

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



Standards-Based Biliteracy Maps plan instruction for the year



Planning for the Bridge: Instructional Level



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 elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative 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: 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 the 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 •			Formative Assessment
Reading Comprehension • Strategies and balanced literacy routines	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences		
Writing • Strategies and balanced literacy routines			
Word Study and Fluency • Areas of word study to be studied			
Summative Assessment			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer – Extension/Practice (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 the students.	



Day 1

Condensed BUF Handouts

Transfer

Bridge – Transfer

Transfer (side by side)

- Review the Adapted Reader's Theater (ART) with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this ART may have been changed and/or elongated).
- Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish).

Bridge – Transfer - Extension

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

- Using the images from the Adapted Reader's Theater, the teacher will model how to take the images to form sentences.
- Working in pairs, students will create sentences using the images.

Bridge

While

meta

of the

and meta

Possible Analysis

-

Contrastive Analysis

teacher plans a specific contrastive teaching point in advance of the unit, the teacher also accepts and responds to other areas of contrast noticed by the students.

Contrastive

Metalinguistic Foci

Phonology – prefixes carry meaning in both English and Spanish, and sometimes these prefixes are cognates.

Boerman, K. and Urow, C. (2013). Teaching for Bilinguality: Strengthening Bilingual

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National Language Summer Institute, 2014, Boerman & Urow

5

- Elicit and list the important words that students generate in green on the left side of a t-chart.
- Using the same movements and pictures, show students how to say the words in English.
- Have students practice the words with the movements in English.
- List the English words that students generate (based on what the teacher modeled) in blue next to the corresponding Spanish word

(Continued on next page)

Anticipated Bridge Chart:

Español	English
Isabela I de Inglaterra	Queen Elizabeth I
El nuevo mundo	The New World
El asentamiento	The settlement
John White	John White
El colonia o el inmigrante	The immigrants or the colonists
El barco	The ship
La tierra firme	Land

- Student pairs will put their images in order and ask another pair to create a sentence. The partnerships will compare their sentences.
- In small groups, students will work together to create an animated cartoon (with appropriate characters, dialogue, and historical context) that gives information about one of the immigrant groups selected for study (can be the Colonists of the Lost Colony) during the unit and concludes the segment in a suspenseful way.
- The small groups will show their animated cartoons to the third graders to build excitement about coming to 4th grade.

- Dis = des OR dis (without; sin tener)
- disadvantage - desventaja
- disgrace - desgracia
- disability - discapacidad
- displacement - desplazamiento
- disappear - desaparecer
- disapprove - desaprobar
- disaster - desastre
- disagree - discrepar
- disassociate - disociar
- discipline - disciplina

tax and grammar – articles are necessary in Spanish and they identify gender and number, areas in English they do not use (el, la, los, las)

- The = el, la, los, las
- The immigrant – el inmigrante
- The Queen – la reina
- The resources – los recursos
- The differences – las diferencias

tax and grammar – there are differences regarding the relationship between adjectives and nouns, they are different in Spanish English.

- Adjective noun = noun adjective
- The brave immigrant – el inmigrante valiente
- The local community – la comunidad local
- Unsolved mystery – un misterio sin resolución
- Natural resources – los recursos naturales



Day 1

Condensed BUF Handouts

Contrastive Analysis

Bridge – Transfer

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Bridge – Transfer - Extension

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

- Using the images from the Adapted Reader's Theater, the teacher will model to take the images to form sentences.
- Working in pairs, students will create sentences using the images.

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 the students.

Possible Contrastive Analysis/Metalinguistic Foci

- Morphology – prefixes carry meaning in both English and Spanish, and sometimes these prefixes are cognates.

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Planning for the Bridge: Transfer and Contrastive Analysis



Page 19-20
of today's
Handouts

**These six
elements
are
always
the same**

Bridge Observation Guide: The Elements of a Side-by-Side Bridge

Element of the Bridge	Observations
1. Review in the language of instruction	1
2. Elicit key words/phrases/sentences in the language of instruction from students	2
3. Practice the terms in the new language (Bridge Transfer)	3



Page 19-20
of today's
Handouts

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



Planning for the Bridge: In a One-Teacher and Two-Teacher Model



Page 19-20
of today's
Handouts

Spanish to English Bridge

Element of the Bridge	Observations
1. Review in the language of instruction	Spanish Teacher or During Spanish Time
2. Elicit key words/phrases/sentences in the language of instruction from students	Spanish Teacher or During Spanish Time
3. Practice the terms in the new language (Bridge Transfer)	English Teacher or During English Time



Page 19-20
of today's
Handouts

Spanish to English Bridge

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

**English Teacher or
During English
Time**

5. Bridge – Contrastive Analysis

**English Teacher or
During English
Time**

6. What happens tomorrow? And the next day? (Bridge Transfer - Extension)



Planning for the Bridge: In the Schedule



Unit Theme

Second Edition Updated BUF

- 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

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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	Steps 1-2	Spanish
1:45-2:30	Steps 3-6	English Literacy

Sample schedule
30/20 model



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

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Steps 1-2	
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	Steps 3-6	



50% of Day in Spanish and 50% of Day in English
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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	Steps 3-6 • SS experiences • Guided practice • Writing • Word study	English



Spanish

English

Spanish Language
Arts (SLA)

English Language
Arts

Content

Content

Content

Elective

Content and Language Allocation Plan

Grade	Spanish Courses	English Courses
6	Language Arts Social Science Art	Language Arts Math Science
7	Language Arts Social Science P.E.	Language Arts Math Science
8	Language Arts Science Drama	Language Arts Math Social Science

7th Grade Student Schedule

	Subject	Language
Period 1	PE	Spanish
Period 2	Language Arts	Spanish
Period 3	Social Science	Spanish
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English



7th Grade Student Schedule

	Subject	Language
Period 1	PE	Spanish
Period 2	Parts 1-5	
Period 3		
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English



7th Grade Student Schedule

	Subject	Language
Period 1	PE	Spanish
Period 2	Parts 1-5	
Period 3	Social Science	Spanish
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English



Planning for the Bridge: Focus on Language Practice in the Other Language



Day 1

Condensed

BUF

Handouts

Transfer

Bridge – Transfer

Transfer (side by side)

- Review the Adapted Reader's Theater (ART) with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this ART may have been changed and/or elongated).
- Ask students to discuss with a partner the important words

Bridge – Transfer -

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

- The teacher will use an Adapted Readers Theater on the Hungry Caterpillar
- The teacher will incorporate some of the words that were presented in the transfer

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.

Possible Contrastive Analysis

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3

they learned throughout the unit (in Spanish).

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Anticipated Bridge Chart:

Español	English
la mariposa	The butterfly
La oruga	The caterpillar
Los huevos	The eggs
La planta	The Plant
El ciclo	The cycle
La crisálida	The chrysalis
pone	lays
sale de/del	hatches
crece	grows
come	eats
se convierte	becomes
nace	is born

bridge to retell the story with illustrations and TPR

- Working in pairs, students will practice recounting the story with the illustrations and the TPR.
- Pairs will then write cooperative sentences to recount the story and attach the illustration that goes with each sentence.
- In small groups, students will work together to add temporal words. The small groups will read these to the whole group as they show their illustration.

- Morphology – cognates (similar units of meaning between Spanish and English)
 - ciclo → cycle
 - crisálida → chrysalis
 - planta – ~~plant~~
- Syntax and grammar – articles are necessary in Spanish and they identify gender and number, whereas in English they do not (the = el, la, los, las)
 - The = el, la, los, las
 - la mariposa → The butterfly
 - Los huevos → The eggs
 - El ciclo → The cycle
 - Las plantas → The plants

- Syntax and grammar – there are rules regarding the relationship between adjectives and nouns, and they are different in Spanish and English.
 - Adjective noun = noun adjective
 - La oruga hambrienta - The hungry caterpillar
 - Los huevos verdes opacos - The green, opaque eggs
 - La planta pequeña - The green plant
 - La mariposa hermosa - The beautiful butterfly





Practice the academic language of the unit in the other program language across all 4 language domains.



Planning for the Bridge: The Direction for the Bridge and Dedication of Time



In What Direction Does the Bridge Go?

Spanish to **English**



English to **Spanish**

Wharton, Center for Teaching for Biliteracy, 2017



Content and Language Allocation Plan

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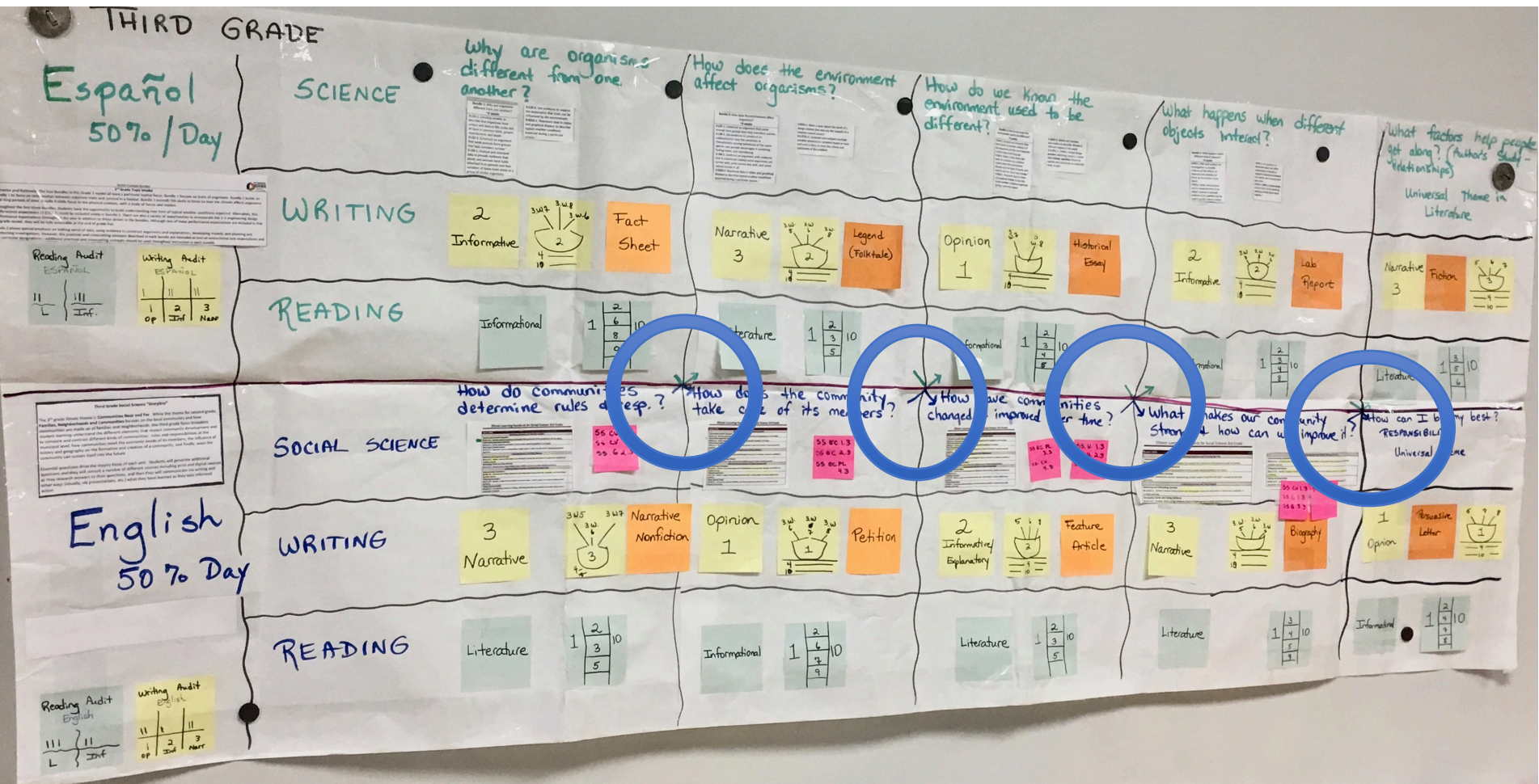
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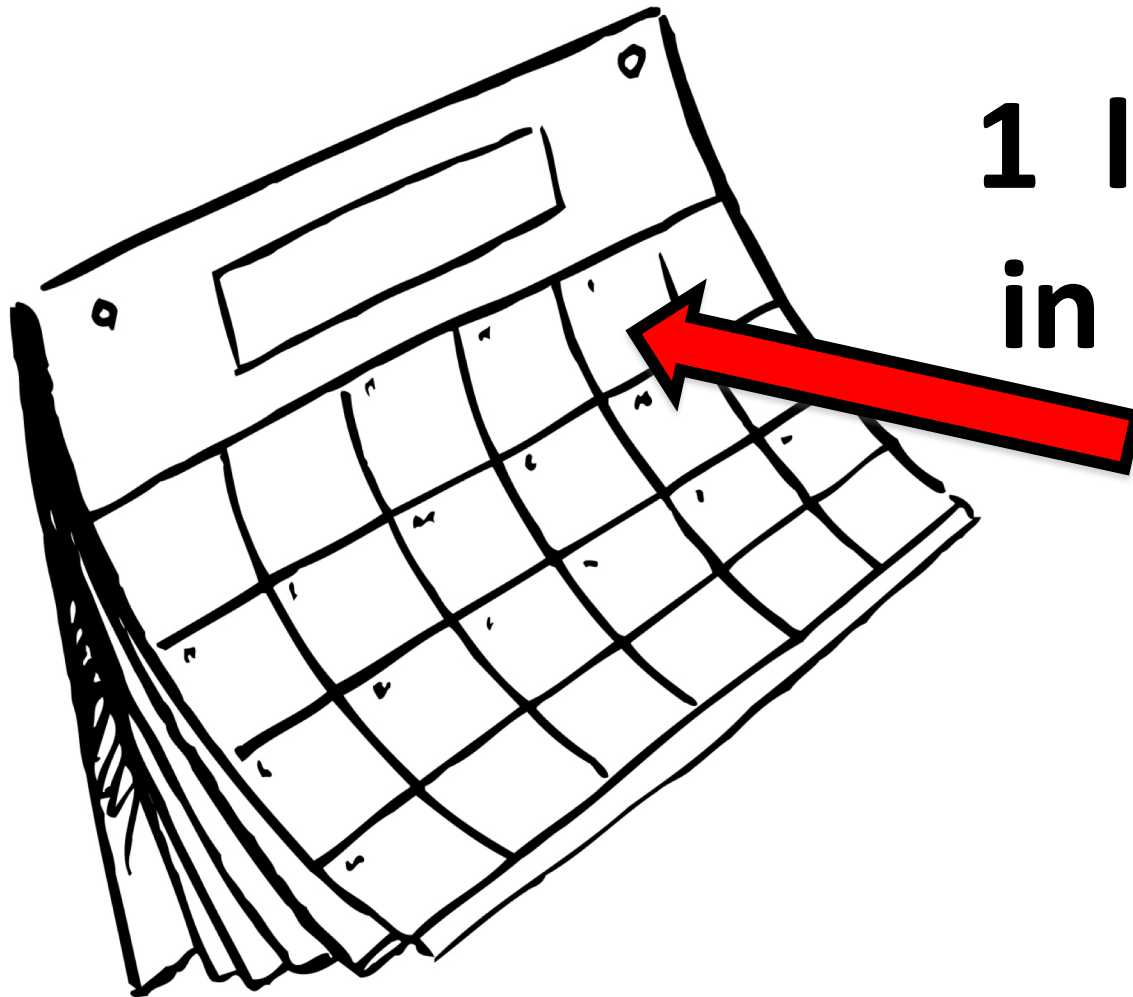
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Standards-Based Biliteracy Maps plan instruction for the year



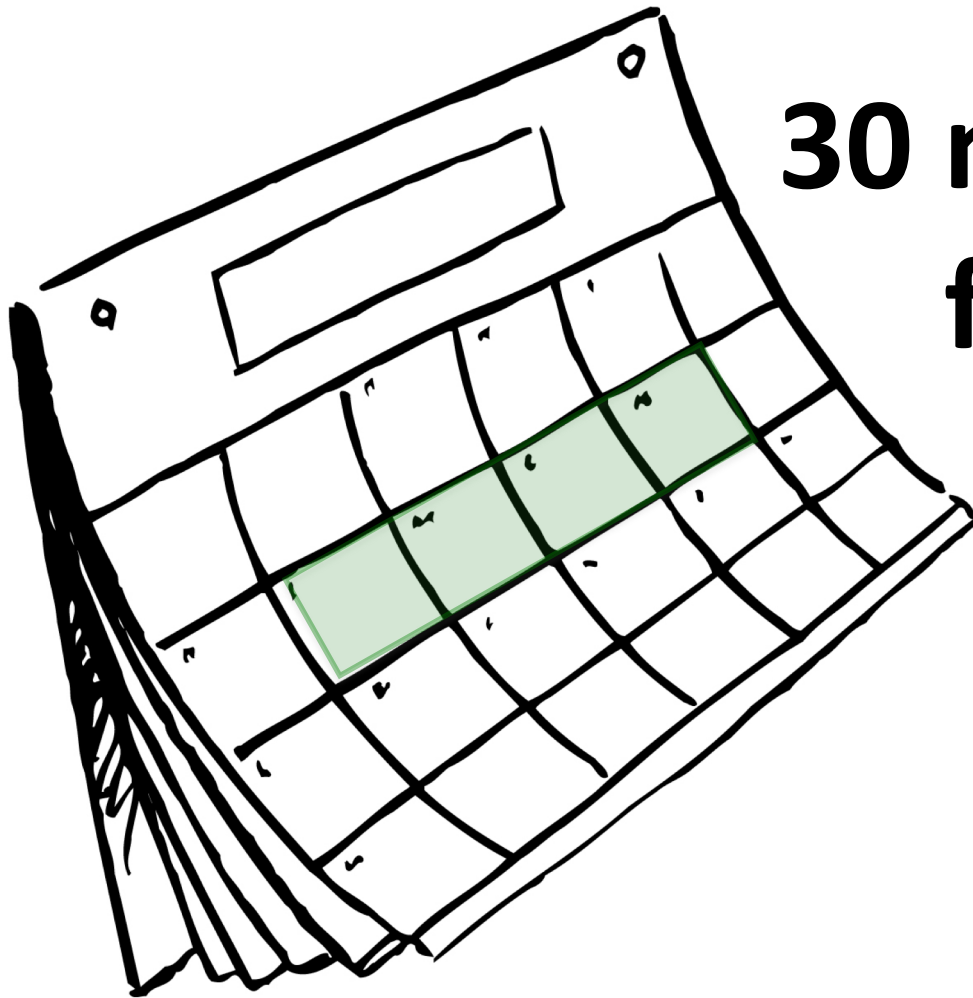
How Long Does a Bridge Take?



**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.

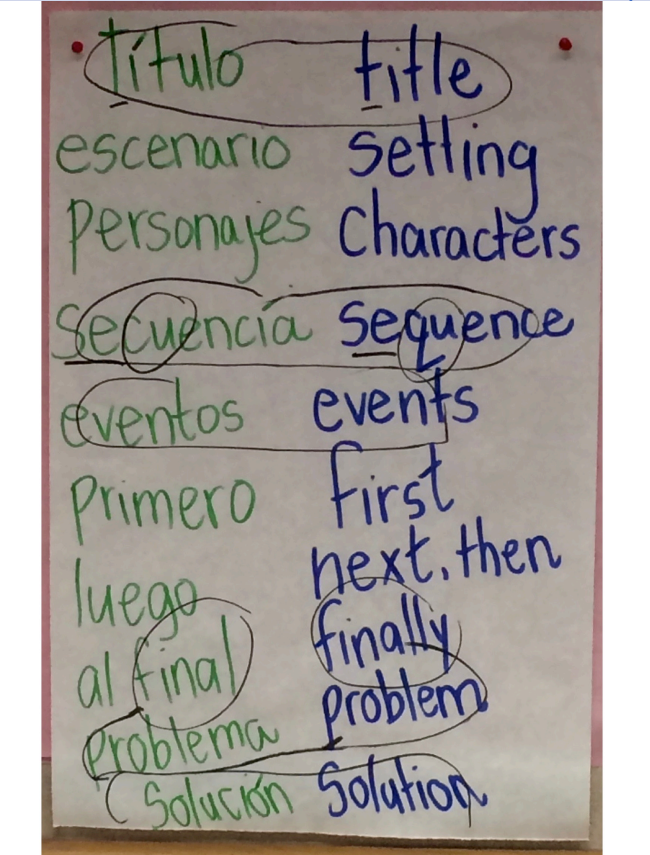


Find the Three Types of Bridges in your Sort

Illustration



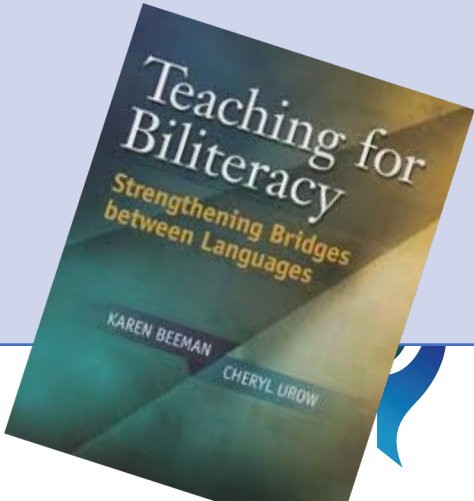
Side-by-side



Así se dice

Construccion de Agua Water Construction

Yo se que el agua tiene un ciclo. Aparte de ciclo tiene <u>formas</u> como solida, liquida, y evaporada. Un ejemplo de agua en forma solida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma liquida. Luego cuando el sol calienta la tierra, el agua se evapora en forma de gas.	I know that water goes through a cycle. Aside from having a cycle, water also has <u>states</u> (forms) like <u>solid</u> , <u>liquid</u> , and <u>gas</u> . An example of water in solid form is the Ice Hotel in Sweden. When the hotel melts, the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.
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Considerations: Choosing the Kind of Bridge

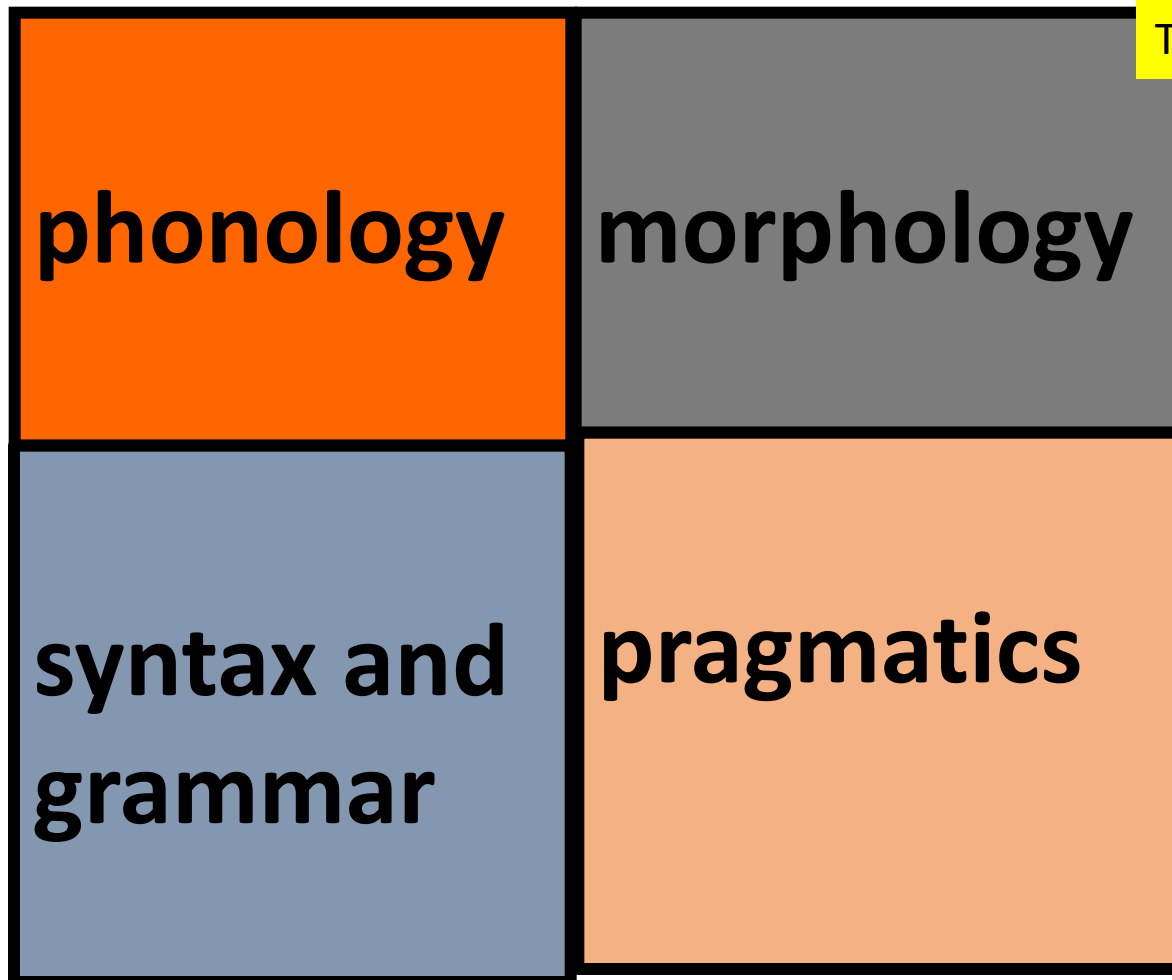
(Illustration, Side-by-Side or Así se Dice)

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



Planning for contrastive analysis – choosing the metalinguistic focus

Page 142 of the
T4B book



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

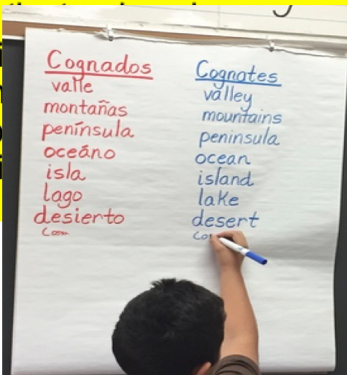
Bridge: Transfer - Extension (includes:



in the

Bridge: Contrastive Analysis

While metal advances accept metal



Formative Assessment



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.



**What is the purpose of the
Bridge and how is this evident in
its elements?**



Closure: Tweet Wrap Up

- With your table come up with a Tweet that summarizes your takeaways from today.
- You can only use 140 characters
- Hashtags are extra credit
- Share aloud and on our page
- @T4Biliteracy Twitter Page
- Keep tweets on the table for collecting



Ticket out

- Something I learned about the Bridge is...
- The elements (or steps) of the Bridge...
- My biggest takeaway from this session is.....





@T4Biliteracy

#SeattleBSI2019

#developingbilingual

#growthmindset

#studentcentered

#standardsbased

