

Sample Instruction: 4th Grade and Beyond



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

Handouts

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

Grade Level: 4th Grade

Content Big Ideas: I want my students to understand that:

- 1- People move for various reasons. For example:
 - a. Colonists left Great Britain and came to North Carolina because of religious persecution or economic reasons.
 - b. Slaves were forcibly brought to North Carolina as domestic servants and/or laborers on the tobacco plantations.
 - c. Refugees and immigrants of today come to North Carolina because of religious persecution, or political or economic reasons.
- 2- Newcomers to an area face many challenges as they adapt to a new environment. For example,
 - a. Colonists faced a lack of resources to build shelter and find food. They were also challenged in communicating with the indigenous people who already lived in North Carolina.
 - b. Slaves faced mistreatment and were stripped of their human rights upon placement of servitude.
 - c. Refugees and immigrants of today are challenged in securing housing, accessing services and transportation, and navigating linguistic and cultural barriers (in a language they might not understand).
- 3- Groups that have moved to an area impact the environment and existing local community in many ways. For example:
 - a. The colonists brought with them the idea of private property and ownership, ideas that at the time were not prevalent among the Native Americans who lived in North America. With time, as colonists gained more and more dominance and control, the ideas of private property and ownership became the norm.
 - b. The food, music and dance (from the original homes) of the slaves that were brought to North Carolina were used by the slaves on the plantations and farms to survive and create a sense of identity. These traditions were incorporated into the everyday lives of the slaves and slave owners. Some of these traditions are still evident in the cooking, for example, as some "secret recipes" of black-eyed peas that are served in the "South" today originate from West Africa where the slaves were captured.
 - c. Refugees and immigrants of today contribute to the local economy by working in sectors that need more workers such as the agricultural sector and service industry sector.

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

- 1) use specific details in a text to describe a character in depth
- 2) compare and contrast the point of view from which different stories are narrated

In order to write a (historical fiction) narrative from the point of view of an immigrant.

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- 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

3. Student pairs will put their images in order and ask another pair to create a sentence. The partnerships will compare their sentences.

4. 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.

5. The small groups will show their animated cartoons to the third graders to build excitement about coming to 4th grade.

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 colono o el inmigrante	The immigrants or the colonists
El barco	The ship
La tierra firme	Land

- Dis = DES OR de (without; sin tener)
 - desentorpe – desentorpe
 - desgracia – desgracia
 - disability – discapacidad
 - displacement – desplazamiento
 - disappear – desaparecer
 - disapprove – desaprobar
 - disaster – desastre
 - disburse – discurrir
 - disassociate – disociar
 - discipline – disciplinar
- 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
 - The immigrant – el inmigrante
 - The Queen – la reina
 - The resources – los recursos
 - The differences – las diferencias
- 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
 - The inner immigrant – el inmigrante interior
 - The local community – la comunidad local
 - Unholy mystery – un misterio sin resolución
 - National resources – los recursos nacionales

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Building Oracy and Background Knowledge

- Adapted Readers Theatre (ART) including the following words:
 - Isabela I de Inglaterra
 - El asentamiento
 - El nuevo mundo
 - John White
 - El colono o el inmigrante
 - El barco
 - Ancló
 - Las retas
 - Las nativos
 - La comunidad local
 - Sobrevivir
 - Desplazamiento
 - Un misterio sin resolución
- Picture sort using the same images from the ART
 - Creo que esta tarjeta representa...
 - Estoy de acuerdo porque...
 - No estoy de acuerdo porque...
 - Mi gracias. Ahora es tu turno.
 - Antes de eso...
 - De ante mano...
 - Al principio...
 - Después de eso...
 - Casi al final...
 - Primero...

Reading Comprehension
Instruction focusing on the following standards:
CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text. (in relation to standard 4.3 and 4.6).
CCSS.ELA-LITERACY.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Content Area Instruction
Instruction: Engage students in inquiry to study the different immigrant groups that have come to North Carolina over time. The inquiry should seek to understand the reason for immigrating, the challenges faced, the effect of the new immigrant group in the local community, and the perspective (to some degree) of the existing local community. Possible immigrant groups to study include:

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Formative Assessment

Los retos	The challenges
Los nativos	The natives
La comunidad local	The local community
El desplazamiento	displacement
Un misterio sin resolución	unsolved mystery

- Pragmatics - Students will identify differences in deixis – a word or phrase that points to the time, place or situation in which a speaker is speaking between the two program languages.
 - The natives of the local community feared displacement.
 - Los habitantes originarios (nativos) de esa región temían ser desplazados por los nuevos inmigrantes.
 - Immigrants face many challenges as they relocate and adjust to their new environment. For example, communicating with the existing local community, finding resources for work for resourced and suffering health-related issues.
 - Al adaptarse a un nuevo ambiente, todos los inmigrantes enfrentan varios retos de índole laboral, de salud, o lingüístico.



The purpose of this afternoon's session:

Participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks) within 1.5 hours highlighting those elements that are most different in teaching for biliteracy :

- the integrated, interdisciplinary nature of the units
- standards-based units of instruction
- the oracy building
- the Bridge between languages

In other words, this afternoon we will...



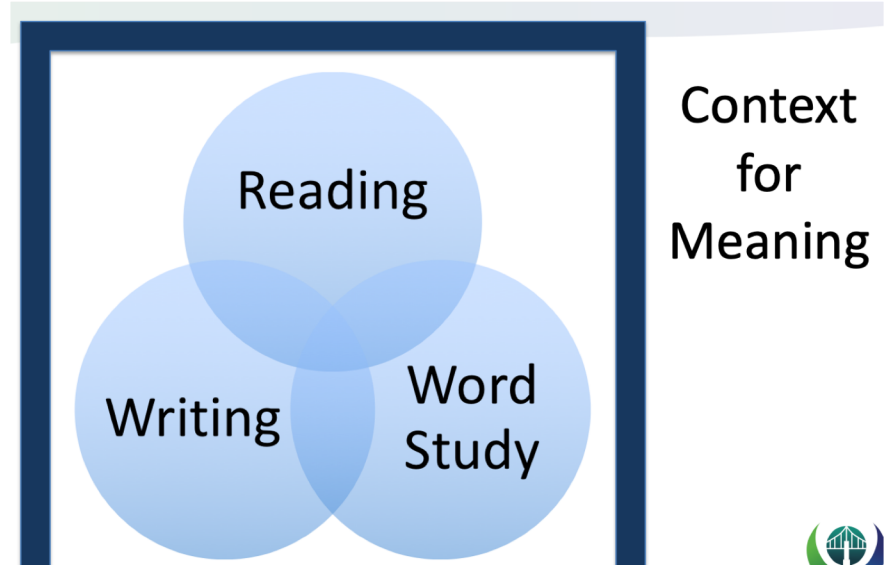
Sample Biliteracy Instruction: Agenda

- Review of the BUF
- Getting to know the students: determining language proficiency levels and pairings
- Sample instruction focused on:
 - Standards
 - Language instruction strategies
 - Content and literacy strategies
 - Oracy building
 - The Bridge and Extension
- Reflection and The Learning Environment



The BUF....

Reflects the program's vision, pedagogy and language and content allocation plan.



Content and Language Allocation Plan

50/50	Spanish	English
PK-5	Science Social Studies Literacy	Math Literacy



4th Grade Student Schedule

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Science and Language Arts • Inquiry • Science experiments • Mini lessons • Guided reading • Writing • Word Work	Spanish
10:00 – 10:15	SSP & Intervention	Student choice
10:15 – 11:30	Social Studies and Language Arts • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	Spanish
11:30 – 12:15	Lunch/Recess	Student choice
12:15 – 1:15	Math • Mini lessons • Small group instruction • Independent practice • Cooperative group work	English
1:15-2:00	English Language Arts • Mini lessons • Guided reading • Writing • Word Work	English
2:00 – 3:00	Specials	English



The Biliteracy Unit Framework (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		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	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.	

Formative Assessment



Content and Language Allocation Plan

50/50	Spanish	English
PK-5	Social Studies Literacy Math	Science Literacy



Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Social Studies and Language Arts • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	Spanish
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Formative Assessment



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



The Biliteracy Unit Framework (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
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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	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.	

Formative Assessment



The BUF Integrates Content (or Universal Theme) with Language Arts

- Let's look at your condensed BUF
- Find the C3 standards this unit addresses
- Find the CCSS Language Arts standards this unit addresses



CCSS.ELA-LITERACY.RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-LITERACY.RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Balanced Literacy Routines and Strategies Include:

- Mini Lessons
- Independent Reading & the Write Something Strategy
- Small group instruction (strategy groups)
- Conferring
- Talmudic Style Reading
- Interactive Read Aloud

Writing

Instruction focusing on the following standards:

CCSS.ELA-LITERACY.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.C - Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.D - Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.4.3.E - Provide a conclusion that follows from the narrated experiences or events.

Swiss, Moravian, Welsh, Scottish-Irish, German, Quaker, Slaves (although this was a forced immigration), Asian (Chinese, Korean, Burmese/Karen, Vietnamese), Latino (Mexican, El Salvadorian, Guatemalan, Nicaraguan, Peruvian), and/or Indian.

Routines and Structures: Whole group discussions and mini lesson, small group instruction, independent work (including reading, responding to texts, and teacher conferences with individual students), inquiry.

Possible Teaching Points: The teacher or PLC should identify and sequence the teaching points that will be taught based on student and group needs. There is a possibility that this will change yearly as student needs differ from year to year and class to class. However, teaching points should be dedicated to all Social Science standards across all four domains. Examples include:

When studying immigrant groups and immigration patterns of the past and present, it is important to:

(Standards come from the C3 Framework for Social Studies)

Inquiry:

- Ask and revise compelling questions to guide inquiry (**D1.5.3-5.**).

Civics:

- Analyze the differences in beliefs, perspectives, and values between immigrants and existing local groups to determine possible areas of tension between the groups (**D2.Civ.10.3-5.**).

Economics:

- Assess the positive and negative incentives that influence the decisions that people (and groups of people) make (**D2.Eco.2.3-5.**).

Geography:

Balanced Literacy Routines and Strategies Include:

- Mini Lessons (including teacher modeling)
- Shared Writing
- Independent Writing
- Small group instruction
- Conferring

Word Study and Fluency

- (CCSS.ELA-LITERACY.L.4.1.B) - Form and use the progressive (*ejemplo: Yo estaba caminando; Yo estoy caminando; Yo estaré caminando*) and understand that this form has limited use in Spanish (*una acción en progreso, por ejemplo: Estoy hablando español vs Hablo español*).
- (CCSS.ELA-LITERACY.L.4.1.D) - Order adjectives within sentences according to conventional patterns (*ejemplo: una pequeña bolsa roja en lugar de una roja bolsa pequeña*).
- (CCSS.ELA-LITERACY.L.4.2.B) - Use commas and quotation marks to mark direct speech and quotations from a text.

- Explain how the cultural and environmental characteristics of places change over time and how this impacts the people living in an area over time (D2.Geo.5.3-5.).
- Explain how the environmental and cultural characteristics of regions influence community population and immigration (D2.Geo.6.3-5.).
- Explain how cultural and environmental characteristics affect the movement of people, goods, and ideas (D2.Geo.7.3-5.).

History

- Create and use a chronological sequence of related events to compare developments that happened at the same time (D2.His.1.3-5.).
- Explain why individuals and groups during the same historical period differed in their perspectives (D2.His.4.3-5.).
- Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic (D2.His.13.3-5.).

Evaluating Sources and Using Evidence

- Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection (D3.1.3-5.).
- Use evidence to develop claims in response to compelling questions (D3.4.3-5.).

Communicate Conclusions and Taking Informed Action

- Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places (D4.6.3-5.).

Summative Assessment

After students have been guided through the process of writing a historical fiction narrative from the point of view of a specific character (**CCSS.ELA-LITERACY.W.4.3**), and learned about the variety of immigrant groups that have come to North Carolina over the years and reasons and challenges that they faced as they immigrated to North Carolina (**D1.5.3-5**; **D2.Civ.10.3-5**; **D2.Eco.2.3-5**; **D2.Geo.5.3-5**; **D2.Geo.6.3-5**; **D2.Geo.7.3-5**; **D2.His.1.3-5**; **D2.His.4.3-5**, **D2.His.13.3-5**; **D3.1.3-5**; **D3.4.3-5**; **D4.6.3-5**.) students will write a first-person historical fiction narrative from the point of view of an immigrant of one of the studied groups.

The narrative will include a:

- A description of the character's reasons for immigrating, some of the challenges perceived by the character in adapting to the new environment, and their impact on the existing local community (**D1.5.3-5**; **D2.Civ.10.3-5**; **D2.Eco.2.3-5**; **D2.Geo.4.3-5**; **D2.Geo.2.3-5**; **D2.Geo.3.3-5**; **D2.Geo.4.3-5**; **D2.Geo.7.3-5**; **D2.Geo.8.3-5**; **D2.His.1.3-5**; **D2.His.4.3-5**; **D2.His.6.3-5**, **D2.His.14.3-5**; **D3.1.3-5**; **D4.6.3-5**).
- An introduction that establishes a situation and introduces the main character within a sequence of events that unfolds naturally (**CCSS.ELA-LITERACY.W.4.3.A**).
- Dialogue and descriptions to show the responses characters to a situation(s) (**CCSS.ELA-LITERACY.W.4.3.B**).
- A variety of transitional words and phrases to manage the sequence of events (**CCSS.ELA-LITERACY.W.4.3.C**).
- Concrete words, phrases, and sensory details to convey events precisely (**CCSS.ELA-LITERACY.W.4.3.D**).
- Conclusion that follows from the narrated events (**CCSS.ELA-LITERACY.W.4.3.E**).

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).

1. Using the images from the Adapted Reader's Theater, the teacher will model how to take the images to form sentences.
2. 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.

- 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
<i>Isabela I de Inglaterra</i>	Queen Elizabeth I
<i>El nuevo mundo</i>	The New World
<i>El asentamiento</i>	The settlement
<i>John White</i>	John White
<i>El colono o el inmigrante</i>	The immigrants or the colonists
<i>El barco</i>	The ship
<i>La tierra firme</i>	Land

3. Student pairs will put their images in order and ask another pair to create a sentence. The partnerships will compare their sentences.
4. 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.
5. The small groups will show their animated cartoons to the third graders to build excitement about coming to 4th grade.

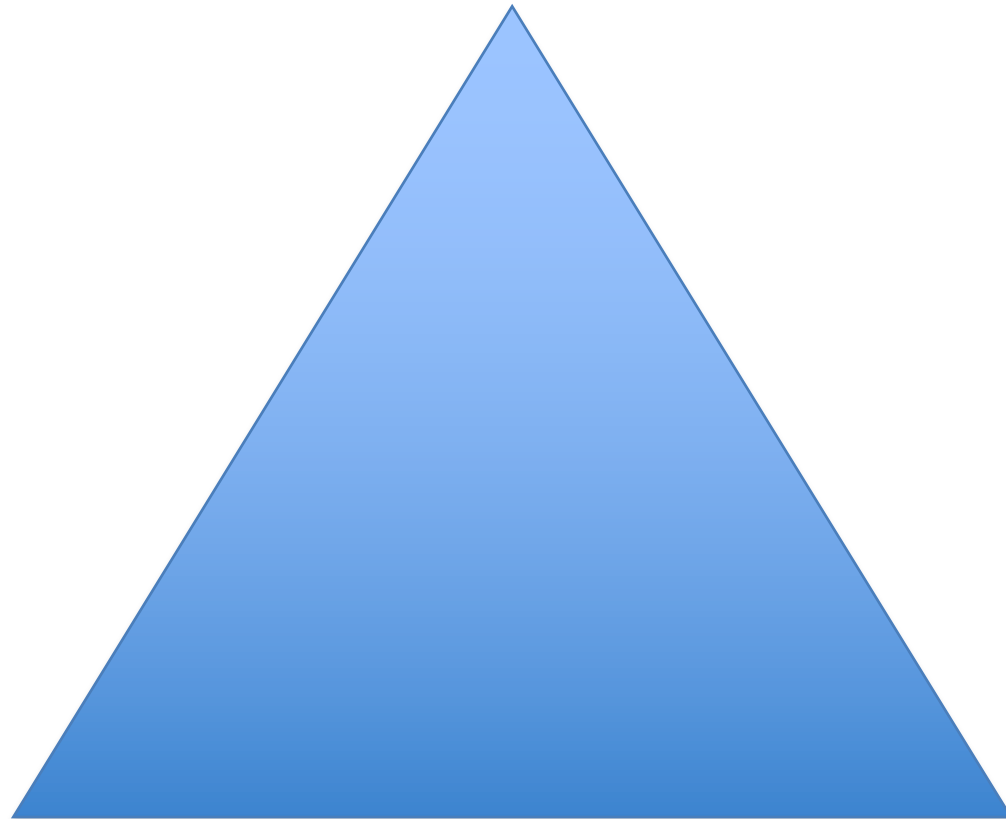
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 - *disability* - *discapacidad*
 - *displacement* - *desplazamiento*
 - *disappear* - *desaparecer*
 - *disapprove* - *desaprobar*
 - *disaster* - *desastre*
 - *disagree* - *discrepar*
 - *dissociate* - *disociar*
 - *discipline* - *disciplina*
- 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
 - *The immigrant* - *el inmigrante*
 - *The Queen* - *la reina*
 - *The resources* - *los recursos*
 - *The differences* - *las diferencias*
- 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**
 - *The brave immigrant* - *el inmigrante valiente*
 - *The local community* - *la comunidad local*
 - *Unsolved mystery* - *un misterio sin resolución*
 - *Natural resources* - *los recursos naturales*

<i>Los retos</i>	The challenges
<i>Los nativos</i>	The natives
<i>La comunidad local</i>	The local community
<i>El desplazamiento</i>	displacement
<i>Un misterio sin resolución</i>	Unsolved mystery

- Pragmatics - Students will identify differences in deixis – a word or phrase that points to the time, place or situation in which a speaker is speaking between the two program languages.
 - The natives of the local community feared displacement.
 - Los habitantes originarios (nativos) de esa región temían ser desplazados por los nuevos inmigrantes.
 - Immigrants face many challenges as they relocate and adjust to their new environment. For example, communicating with the existing local community, finding resources (or work for resources) and suffering health related issues.
 - Al adaptarse a un nuevo ambiente, todos los inmigrantes enfrentan varios retos de índole laboral, de salud, o lingüístico.



BUF Triangle: Backwards Planning



BUF Triangle: Backwards Planning

**Standards
TEKS**

**Summative
Assessments**

**Big Ideas:
Essential Questions
Enduring
Understandings**

**Outcomes
(Formative
Assessments)**



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

Learning Strategy and Language Development • Academic Language and experiences needed for the unit		
Reading Comprehension • Strategies and elements of balanced literacy	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and elements of balanced literacy		
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 (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

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

- 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
- Experiences

Summative Assessment

Bridge – Transfer
 Illustration
 Side by Side or
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Bridge – Transfer -
 Extension (includes:
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Bridge: Contrastive Analysis
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 advance of the Bridge, the teacher
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ormative Assessment

Unit Theme:

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

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
- Experiences

Summative Assessment

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

Extension (includes:
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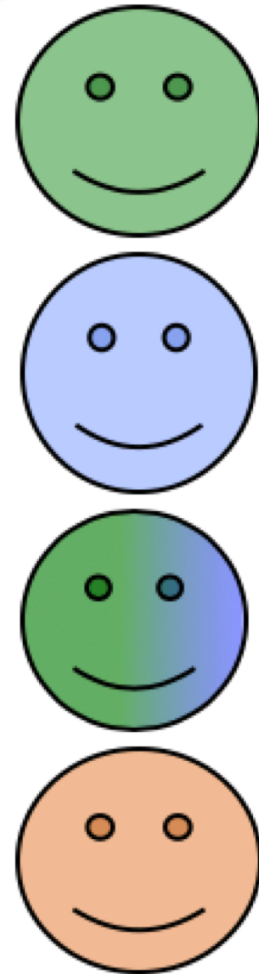
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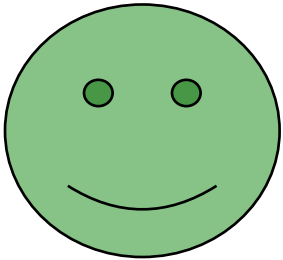
Formative Assessment

The BUF....

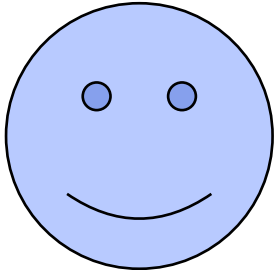
Meets the needs
of all developing
bilinguals in the
classroom



Student Profiles – Developing Bilinguals



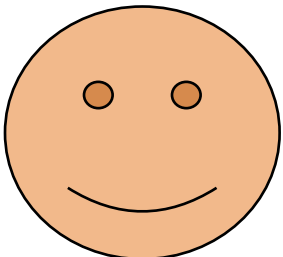
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



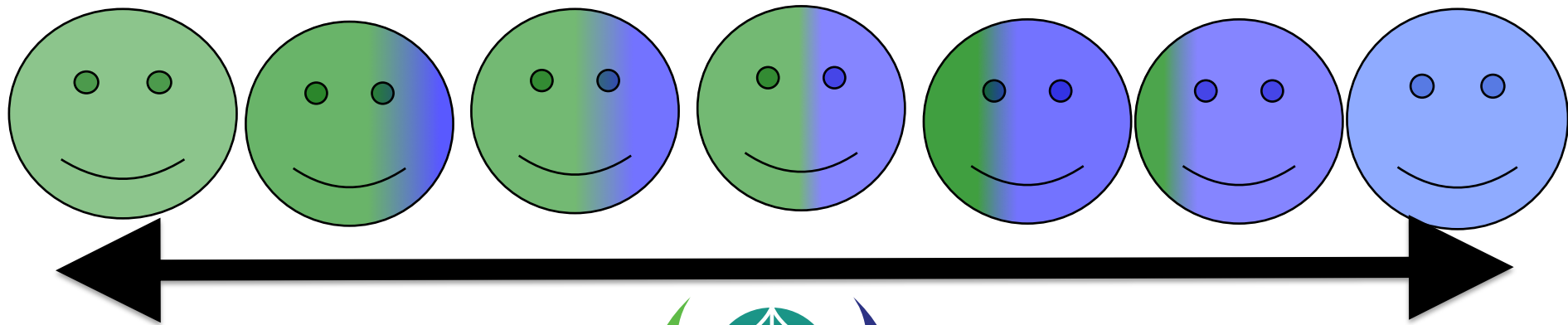
Simultaneous Bilingual



**Language Minority Sequential or
Simultaneous Bilingual**



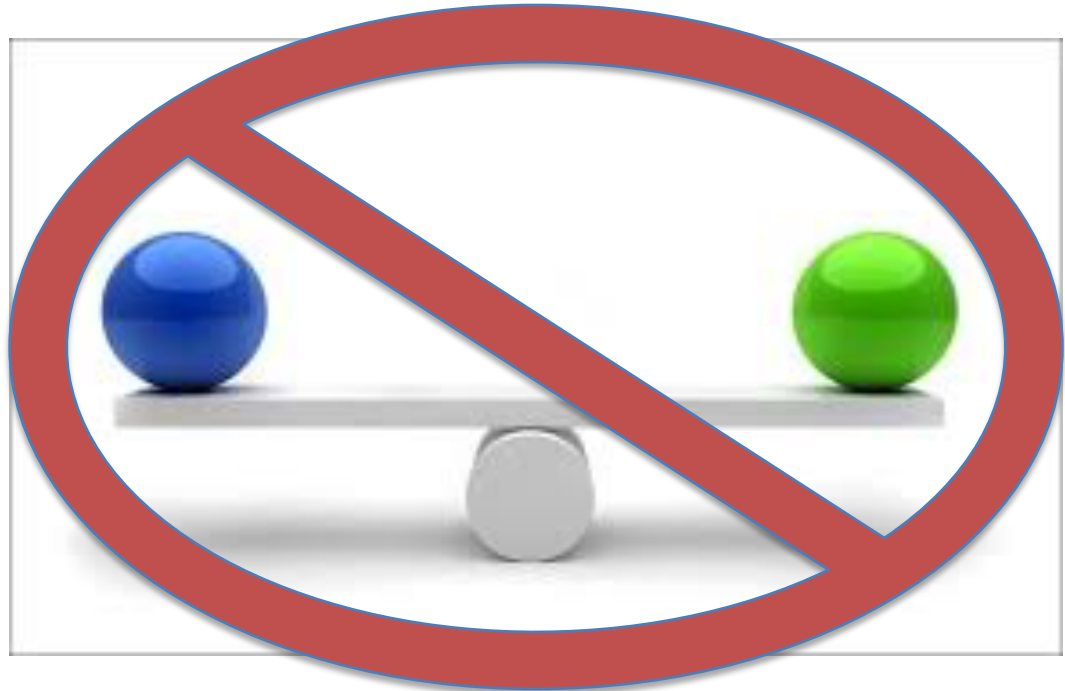
As students engage in biliteracy they
ALL become
developing bilinguals
(bilingual learners)



“Bilingual” does not mean “balanced”.



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In other words....



Strategic Pairing and Grouping



Teaching for Biliteracy includes strategic pairing using a number of different variables.



Marking the Language of Instruction



Sample Instruction



The Bridge – El Puente

Spanish

English



The Bridge: Two Purposes

- **Transfer:** Academic concepts and language
 - The Bridge itself (side-by-side) and transfer practice.

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.
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The Bridge: Two Purposes

- **Transfer:** Academic concepts and language
 - The Bridge itself (side-by-side) and transfer practice.
- **Contrastive Analysis:** comparing and contrasting Spanish and English (phonology, morphology, syntax and grammar, pragmatics)

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

Contrastive Analysis: Morphology

Dis-/Des- (sin tener)	Dis- (without)
Desplazamiento	Displacement
Desventaja	Disadvantage

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Science and Language Arts • Inquiry • Science experiments • Mini lessons • Guided reading • Writing • Word Work	Spanish
10:00 – 11:15	Math • Mini lessons • Small group instruction • Independent practice • Cooperative group work	Spanish
11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSR and Intervention	Student Choice
12:15 – 2:00	Social Studies and Language Arts • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	English
2:00 – 3:00	Specials	English

When does the Bridge happen in a self-contained 50/50 program?

How does
the Bridge
work in a
50/50 two-
teacher
model?

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Social Studies and Language Arts • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	Spanish
10:00 – 11:15	Math • Mini lessons • Small group instruction • Independent practice • Cooperative group work	Spanish
11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSR	Student Choice
12:15 – 2:00	Science and Language Arts • Inquiry • Science experiments • Mini lessons • Guided reading • Writing • Word Work	English
2:00 – 3:00	Specials	English