

Teaching for Biliteracy

Sample Instruction for Grades 6-12

Sample Instruction Part 3: The Bridge



Center for Teaching for Biliteracy

Crystal Ramos, M.Ed.

Teaching for Biliteracy Summer Institute Overview

Tuesday, July 22 2025	Wednesday, July 23, 2025	Thursday, July 24 2025
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 – 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 – 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	10:30 AM – 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3:</u> The Bridge - Institute Closure
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-2 nd grade; 3 rd -5 th grade; secondary: 6 th – 12 th grade) <u>Sample Instruction Part 1:</u> Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2:</u> Content, Literacy, and the Summative Assessment	12:00 pm Boxed Lunch and Dismissal



Agenda:

- Welcome
- Sample Instruction:
Part 3 - the Bridge
- The Six Steps of the Bridge
- Planning for the Bridge
- Institute Closure and Evaluation



Materials for today's session



Center for Teaching for Bilingual Education
www.TeachingForBilingualEducation.com

Teaching for Bilingual Education Summer Institute

Grandview, WA

June 23-25, 2026



Presenters	Contact Information
Karen Beeman	teachingforbilingualeducationKB@gmail.com
Dana Baum Hardt	teachingforbilingualeducationDH@gmail.com
Crystal Ramos	teachingforbilingualeducationCR@gmail.com
Melody Wharton	teachingforbilingualeducationMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe bilingual, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the

Resource Packet

Condensed BUF: History and Social Science & Spanish Language Arts Unit 1

Grade: 8 th	Language: Spanish	Unit Number: 1
Unit Name: The Development of American Constitutional Democracy (1607-1789)		
Essential Questions: Why did the American Revolution occur, and how did it shape ideas about natural rights and individual freedoms? Who participated in the Revolution, and how did their actions and compromises influence its outcome? How did the colonial experience and the Revolution influence the creation of the Constitution and Bill of Rights, and how are those impacts still seen today?		

Unit Standards

[Link to Unpacked Standards into Outcomes Document for this Unit Here](#)

Content Standards: CA H-SS

History-Social Science Content Standards:

8.1 - Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

- Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
- Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
- Analyze how the American Revolution affected other nations, especially France.
- Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 - Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

- Discuss the significance of the U.S. Constitution, the Bill of Rights, and the Federalist Papers.
- Analyze the American Revolution and the Declaration of Independence.

Sample BUF



Biliteracy Unit Framework, 2nd ed



Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics

Formative Assessment

Formative Assessment

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: How does our quest for energy impact our natural environment?		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit  https://bit.ly/4e6aTLb		
Content Standards: NGSS Obtain and combine information to understand that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] 3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes	CCSS Writing Standards Opinion (Essay) W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	CCSS Reading Standards Informational Texts RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually,

4th Grade: Unit 3: Sci/SLA

© Center for Teaching for Biliteracy, LLC 2024

1



Biliteracy Unit Framework

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3 Unit Name: Our Quest for Energy		
Essential Question: How does our quest for energy affect the environment?		

Unit 3 Link to Unpacked Standards into Spanish  https://biliteracy.org/standards/unpacked-standards-into-spanish	
Content Standards: NGSS	CCSS Writing: Opinion

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. **[Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]**

3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7 Interpret information presented visually.

What are some key features you notice?

2nd Edition Biliteracy Unit Framework

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- Content and Literacy Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension

- Academic listening and speaking necessary for content instruction
- Developed at the beginning of the unit and whenever new language is introduced

Reading Comprehension

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies and reading behaviors.

Writing

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies writing behaviors.

Foundational Skills and Fluency: Word Recognition

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Is planned from
the grade-level
standards

Formative Assessment

WIDA Expressive Language Chart for Grades 4–5

As multilingual learners work toward the end of a proficiency level, they *can* **consistently** . . .

Proficiency Level Grades 4–5 Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Express ideas, strengthening cohesion in organizational patterns using given/new information, whole/part relationships, and paragraph openers	Convey meaning using compound and complex sentences, with deliberate clause variation	Communicate using modal verbs, hedging, and evaluative expressions to express opinions, possibility, and necessity
End of Level 5	Express ideas, improving cohesion of organizational patterns across and within texts by applying substitution, ellipsis, and parallelism	Convey meaning using compound and complex sentences , refining control over different sentence structures	Communicate using abstract nouns and adverbials to add clarity about when, how, and where
End of Level 4	Express ideas, building logical connections within organizational patterns using synonyms and parallel expressions	Convey meaning using simple and compound sentences , showing initial attempts at sentence variation	Communicate using collocations and idiomatic expressions to make language sound natural and contextually appropriate
End of Level 3	Express ideas using basic organizational patterns , connecting ideas with demonstratives, pronouns, and conjunctions	Convey meaning using simple sentences, occasionally adding dependent clauses	Communicate using technical language to convey complex concepts in specialized contexts
End of Level 2	Express ideas using sequencing, repetition, and transitions for logical flow	Convey meaning primarily through simple sentences with emerging variation in sentence structure	Communicate using multiple-meaning words to demonstrate flexible word use across contexts
End of Level 1	Express ideas with simple transitions and developing connections	Convey meaning using sentence fragments and occasional simple sentences with emerging subject-verb agreement	Communicate using word formation strategies to create new meanings

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?

WIDA Interpretive Language Chart for Grades 4–5

As multilingual learners work toward the end of a proficiency level, they *can* **consistently** . . .

Proficiency Level Grades 4–5 Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Analyze organizational patterns in ideas, determining how meaning is condensed through compact noun groups (nominalization)	Comprehend meaning in compound and complex sentences, recognizing a variety of ways to combine clauses	Understand choices using modal verbs, hedging, and evaluative expressions to express opinions, possibility, and necessity
End of Level 5	Analyze cohesion of ideas across and within texts , examining how noun groups with contextual details add meaning	Comprehend meaning in compound and complex sentences recognizing different sentence structures	Understand choices around use of abstract nouns and adverbials to add clarity about when, how, and where
End of Level 4	Analyze connections between ideas, examining how noun groups with clauses expand meaning	Comprehend meaning in simple and compound sentences , recognizing sentence variation	Understand collocations and idiomatic expressions to make language sound natural and contextually appropriate
End of Level 3	Identify basic organizational patterns in ideas, examining how noun groups with prepositional phrases and extended modifiers enhance meaning	Comprehend meaning in simple sentences, recognizing how dependent clauses enhance logical relationships	Understand technical language to support comprehension of complex concepts in specialized contexts
End of Level 2	Identify sequences of ideas, examining how noun groups with adjectives refine meaning	Comprehend meaning in simple sentences , recognizing basic syntactic variations	Understand multiple meanings , demonstrating flexible word use across contexts
End of Level 1	Identify early attempts at arranging ideas, examining how noun groups with conjunctions help connect meaning	Comprehend meaning in sentence fragments and occasional simple sentences , beginning to recognize transitional phrases	Understand word formation strategies to create new meanings

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?

How did I know **what** language to build to support inquiry AND literacy?

Unit Big Ideas

Science Content Big Ideas:

1. I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1).
 - a. For example, building a dam for hydropower can lead to a loss of habitat.
 - b. For example, burning fossil fuels to power the lights in a school can cause air pollution.
2. I want my students to understand that some resources are renewable over time, and others are not.
 - a. For example, wind energy, hydroelectric power (water energy), and sunlight are renewable energy sources because they regenerate naturally.
 - b. For example, fossil fuels and fissile materials are non-renewable energy sources because they are limited.

Science Inquiry Big Ideas:

1. I want my students to understand that any application of a science or engineering solution to a problem has both intended and unintended consequences (4-ESS3-1).
 - a. For example, the creation of wind farms impacts the environment by creating a renewable energy source (intended) and causing habitat loss and fragmentation (unintended).
 - b. For example, when coal (a fossil fuel) burns to provide energy (intended), it releases pollutants in the air that cause smog, acid rain, and toxins in the environment that lead to health issues in people (unintended).

Engineering, Technology, and Science Integration:

1. I want my students to understand that possible solutions to a problem are limited by cost, available materials, time, space, and impact on the environment (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared based on how well each one meets the specified criteria for success or how well each takes the constraints into account (3-5-ETS1-1).
 - a. For example, the simple design problem that reflects the need to make the school's quest for energy have less of an impact on the environment may be limited to renewable sources of energy.
 - b. For example, the simple design problem that reflects the need to make the school's quest for energy have less impact on the environment is limited by the budget allocated for the project.
2. I want my students to understand that researching a problem before designing a solution will result in a more effective solution. Testing a solution involves investigating how well it performs under a range of likely conditions (3-5-ETS1-2).
 - a. For example, students will research the energy needs in their school before working on designing a solution to meet these energy needs.
 - b. For example, students will research (through photographs, videos, field trips, or guest speakers like an electronic engineer) how well renewable energy sources perform with minimal environmental effects on other schools or similar structures in the areas to inform the development of their proposed solutions.



I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1).



I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1).



I want my students to understand that some resources are renewable over time, and others are not.



I want my students to understand that some resources are renewable over time, and others are not.





Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	Formative Assessment
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	
Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.		

Biliteracy Unit Framework Components

Building Initial Oracy and Background Knowledge: Language Comprehension - Using strategies such as Concept Attainment, Sorts, Sentence Prompts, TPR, Adapted Reader Theater (ART), etc., students develop initial oracy and background knowledge. Throughout the unit, oracy for academic language found in informational texts, reading, and writing skills from the language of the standards, and content-specific academic language continue to be developed. (See the Reading Comprehension, Writing, and Content section below).

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]

Strategies to use may include:

- Concept Attainment (p.81-82): Through analysis of a series of photos shared by the teacher, students will attain the concepts of renewable and non-renewable natural resources **4-ESS3-1**
 - Images for: *la luz solar, el viento, el agua corriente, el carbón, el petróleo, el gas natural, los recursos naturales, renovables, no renovables*
- Concept Attainment or Picture Sort (p.83): Students match images into pairs (closed sort) by determining the relationship between the images (renewable energy source and how we harness the energy and non-renewable energy source and how we extract the resource) **4-ESS3-1**
 - Images: *la luz solar, el viento, el agua corriente, el carbón, el petróleo, el gas natural, los paneles solares, la represa hidroeléctrica, las turbinas eólicas, la plataforma petrolera, las bombas de fracturación, la minería del carbón, el pozo de gas natural, extrae, captura, el aparato o el mecanismo*
- Sentence Prompts (p. 83) with images used to scaffold students in producing complete sentences when observing examples of natural resources. **4-ESS3-1**
 - *Yo observo ____.*
 - *En las dos fotos observo ____.*
 - *EN las tres fotos hay ____.*
 - *En las cuatro fotos noto que ____.*
 - *Lo que tienen en común todas las fotos es ____.*
 - *Todas las fotos son ejemplos de ____.*
 - *Los recursos naturales a la izquierda don el/la ____.*
 - *Los recursos naturales a la derecha son el/la ____.*
 - *Pienso que los recursos naturales a la izquierda están juntos porque ____.*
 - *Tal vez los recursos naturales a la derecha están juntos porque ____.*

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3 Unit Name: Our Quest for Energy		
Essential Question: How does our quest for energy impact our natural environment?		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit  https://bit.ly/4e6aTLb		
Content Standards: NC	CCSS Writing Standards <i>Opinion (Essay)</i>	CCSS Reading Standards <i>Informational Texts</i>
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] 3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually,

Elements of Comprehensive Literacy

Oral language

Foundational Skills

- Phoneme awareness
- Phonics
- [
- E

Language

- Phonology
- Morphology

The BUF includes all the elements of Comprehensive Literacy

Language Comprehension

- Vocabulary
- Background Knowledge
- Syntax
- Semantics

Fluency

Writing

- Handwriting
- Spelling
- Grammar
- Composition



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

Oral
Language
Development

Second
Language
Acquisition

Metalinguistic
Awareness

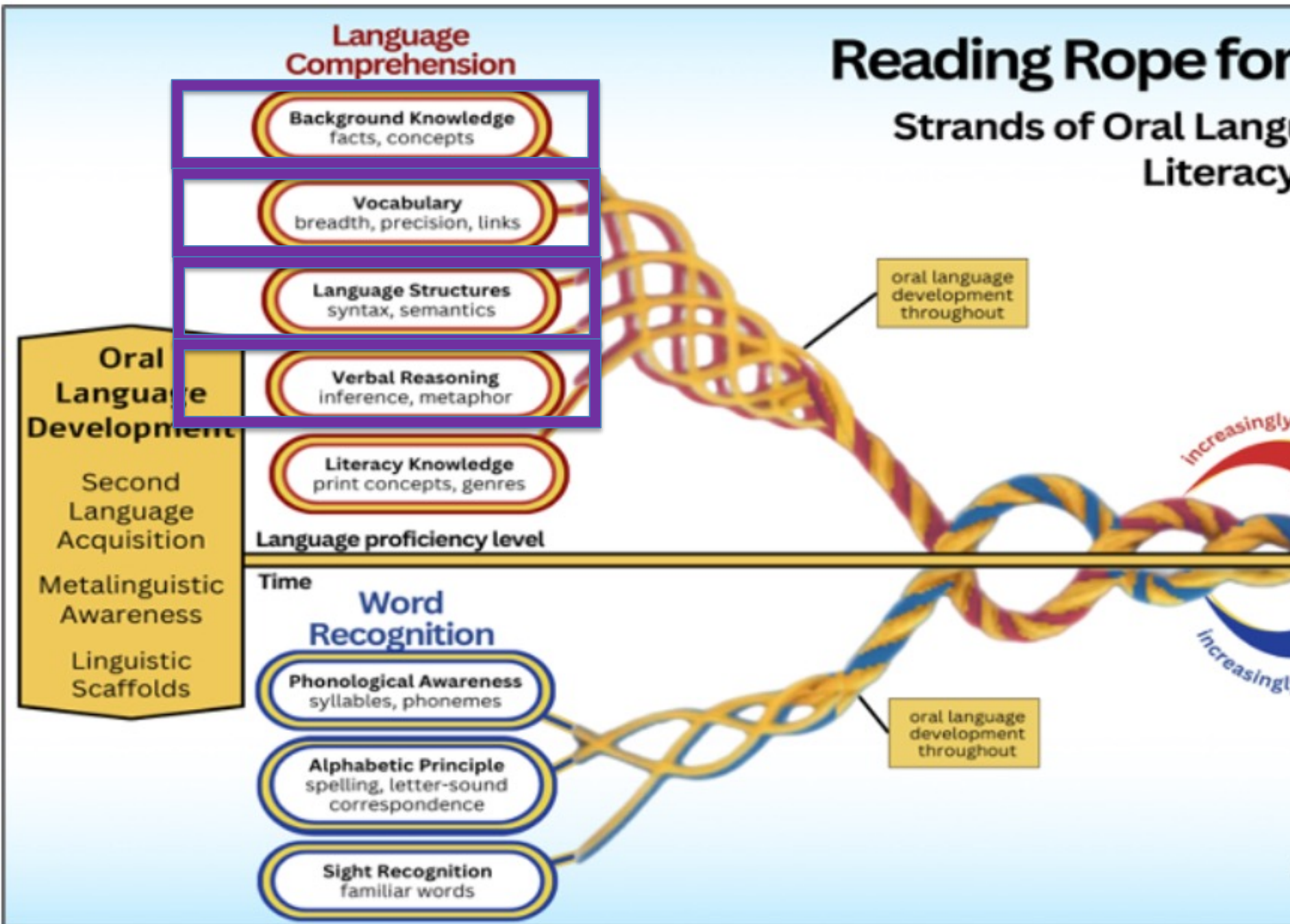
Linguistic
Scaffolds

oral language
development
throughout

increasingly

oral language
development
throughout

increasingly



How did we build literacy knowledge?

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

oral language development throughout

increasingly

increasingly

Observers in the Classroom

Formative Assessment 2 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE

Standards		Outcomes (to be decided based on the needs of students and the planned activities)				
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		E. Identify what a text says explicitly. F. Identify inferences that can be drawn from a text. G. Distinguish between what the text says explicitly, and inferences drawn from the text.				
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		V. Identify concepts in a text.				
Language Development Supports:		Sensory Supports	Graphic Supports		Interactive Supports	
Student name:	Identifies examples of concepts in a text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of what the text says explicitly.	Identifies examples of inferences that can be drawn from a text.	Distinguishes between what the text says explicitly, and inferences drawn from the text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>			<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>	<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>
	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>			<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>	<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Time

Word Recognition

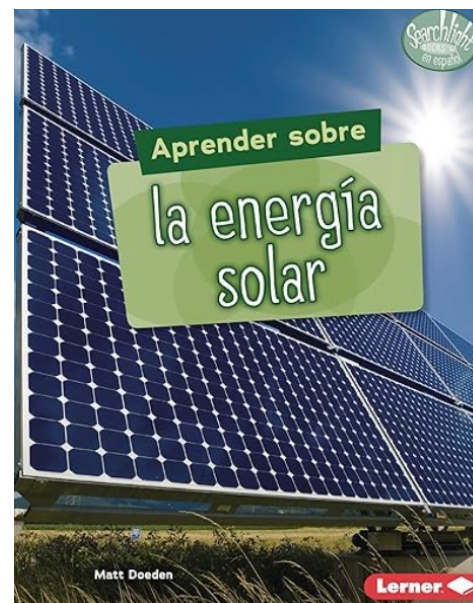
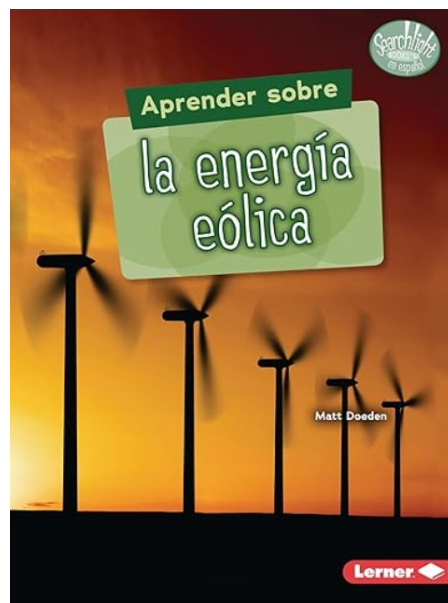
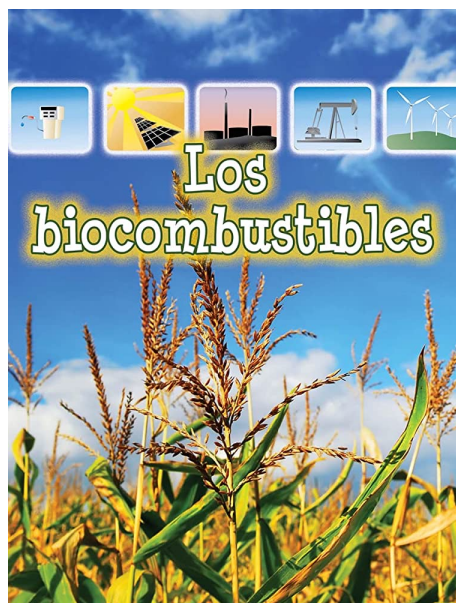
Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

How did we build literacy knowledge?

What did we build literacy knowledge in preparation for?



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

oral language
development
throughout

Oral Language Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

How is word
recognition
integrated?

explicitly practice foundational skills and language standards, and can be delivered in the whole group, small group, or individually.

For example, Reading Foundational Skills standards that can be addressed include:

- **RF.4.3** *Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.*
 - RF.4.3b *Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas*
 - RF.4.3e *Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:*
 - *Cuentan el número de sílabas.*
 - *Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).*
 - *Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).*

For example, Language standards that can be addressed include:

Each group will identify and define a problem related to the school's use of non-renewable energy sources, identify a desire to reduce that dependence, and create at least two possible solutions to address the problem. For example, one group may decide to focus on the fact that the school's heating system uses only non-renewable energy, identify by how much they want to reduce that dependency, and identify two plausible solutions to reduce the dependency on non-renewable energy to heat the school. The proposed solutions will be collaboratively established constraints for cost, materials, and time, and limits for space, and impact on the environment. Using what they have learned from the previous two investigations, students will research and describe the possible effects of their proposed options.

Completion of this project will demonstrate an understanding of the interdependence of science and technology and of the influence of science, engineering,

- **L.4.2** *Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.*
 - L.4.2g *Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples (b-v; c-s-z-x; c-k-gu; g-j; y-ll, r-rr) y letras mudas (H/h; u en las sílabas que, qui, que, qui) en palabras a nivel de grado.*
 - L.4.2h *Reconocen que se emplea el acento ortográfico en todas las palabras esdrújulas y sobreesdrújulas.*

Word recognition teaching strategies are used to work on these standards, asking students to apply them in their reading and writing and as they engage in inquiry.

and technology on society and the natural world (crossing concepts of 4-ESS3-1). For example, students can propose the installation of wind turbines on school property to generate energy for the school. The installation of the wind turbines would ensure minimal negative effects on the environment or the migratory paths of birds (**4-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2**). The sample proposal is an example of using science (concepts around developing renewable wind energy and concepts around the migratory paths of birds) and engineering practices (wind turbines that create energy while allowing birds to migrate) in a way that meets the



Estudio de palabras...

Separar
por
sílabas

Carbón

energía

solar

petróleo

fósiles

contaminación

recursos

máquinas

naturales

combustibles



Estudio de palabras...

La palabra
_____ tiene
_____ sílabas.

La sílaba tónica
esta en la ____.

Car-bón

E-ner-gí-a

So-lar

Pe-tró-le-o

Fó-si-les

Con-ta-mi-na-ción

Re-cur-sos

Má-qui-nas

Na-tu-ra-les

Com-bus-ti-bles



Estudio de palabras...

**La
sílab
antepenultima**

máquinas

fósiles

petróleo

**La sílaba
penultima**

energía

combustibles

recursos

naturales

**La última
sílab
a**

Carbón

contaminación

solar



Estudio de palabras...

Esdrújula

máquinas

fósiles

eólica

ácida

petróleo

Grave

combustibles

recursos

naturales

fuentes

energía

Aguda

Carbón

electricidad

contaminación

solar



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

What about writing?

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

2024 Biliteracy Unit Framework

Handouts
Page 15

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- Content and Literacy Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension

- Academic listening and speaking necessary for content instruction and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

Reading Comprehension

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies and reading behaviors.

Writing

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies writing behaviors.

Foundational Skills and Fluency: Word Recognition

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

Content Area Instruction

- Oracy, background knowledge, and language comprehension
- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

The BUF supports biliteracy in that....



Instruction planned using the BUF helps students meet the three goals of Dual Language because....

Teachers:
Instruction

**Coach, TOSA, or
Support or
Specialist:**
Classroom
Support

**School and
District Leaders:**
Systems and
Structures

Agenda:

 Welcome

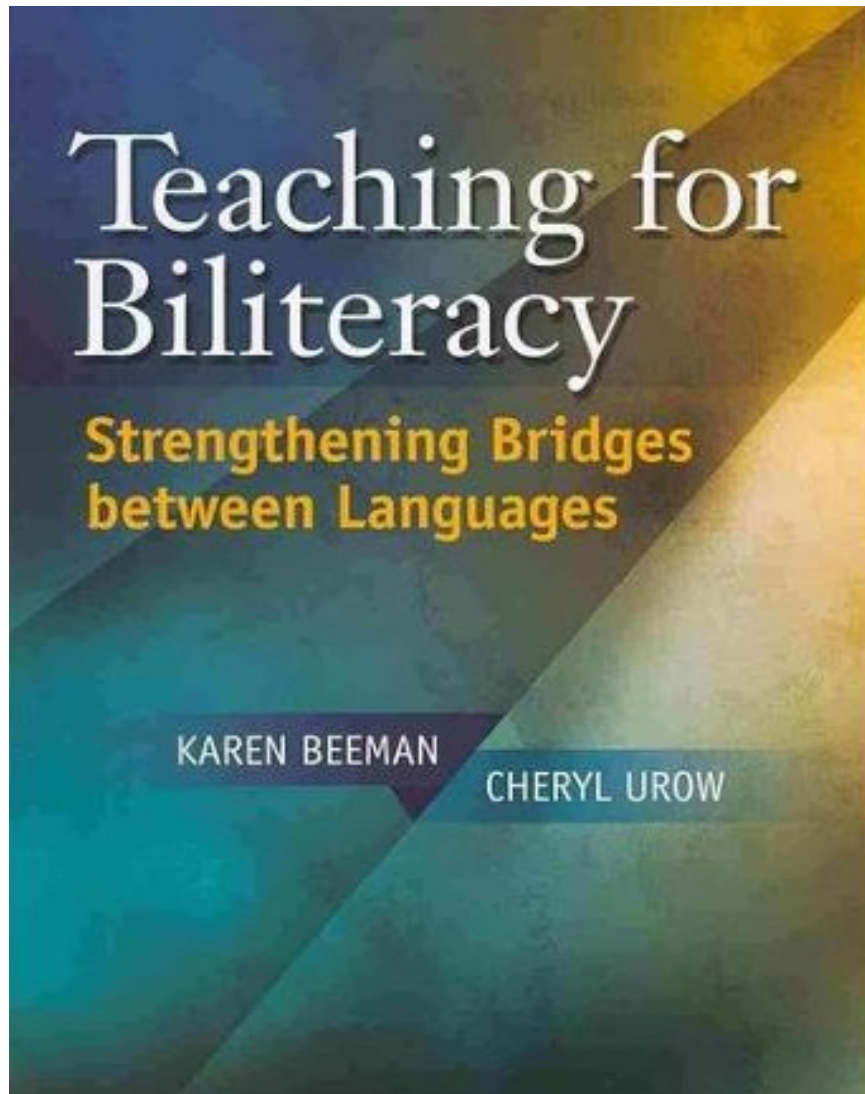
Sample Instruction: **Part 3 - the Bridge**

- The Six Steps of the Bridge
- Planning for the Bridge
- Institute Closure and Evaluation





Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			Formative Assessment
Building Oracy, Background Knowledge: Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.			
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy ro behaviors.	Content Area Instruction • Oracy, background knowledge, and		
Writing • Oracy, background knowle • Comprehensive literacy ro	This is what we will experience today!		
Foundational Skills and Fluency • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics			
Summative Assessment			
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar	



Chapter 10
Pg. 133



**We take a systems approach to
teaching for biliteracy
where ALL stakeholders play a
critical role
in supporting instruction that
ensures ALL students meet the
goals of the program.**



Grades 4-5 Teachers

Instruction

- Strategies
- Supports
- Grouping Styles
- Differentiation
- Integration and unit flow
- Classroom organization
- Increase in rigor
- Assessment and data use

Secondary Teachers

Coach, TOSA, or Support or Specialist

Classroom Support

- Using the context of the unit to support students
- Co-teaching and modeling instruction
- Planning for instruction
- Professional development
- Assessment and data use

School Leaders

Structures

- Learning environment
- Biliteracy Schedules
- Pacing
- Unit flow & rigor
- Planning
- Collaboration
- Language development
- Goals for PD
- Collecting and using assessment data

District Leaders

Materials for today's session



Teaching for Summer

Grandv

June 23



Presenters	
Karen Beeman	teachi
Dana Baum Hardt	teachi
Crystal Ramos	teachi
Melody Wharton	teachi

Institute Outcomes:

- Describe the goals of dual language program programs, who they benefit, and how the pedagogy statement).
- Describe the students in language acquisition language acquisition program meets the ne
- Experience and explain how biliteracy instructional practices for developing bilinguals.
- Identify and describe high leverage biliteracy language.
- Describe how language development supports learners and are included during instruction
- Describe biliteracy, the Biliteracy Unit Framework unit is taught in one language, it integrates the Bridge at the end of the unit, which has two
- Summarize how program and ensure instructional
- Identify short-and-long-term instructional

p. 40

Resource
Packet

Planning for the Bridge

1. Review in the language of instruction	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice

describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]

3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes

ndensed BUF: Science & Spanish Language Arts Unit 3

Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3 Unit Name: Our Quest for Energy	
1: How does our quest for energy impact our natural environment?	

Unit Standards	
Inpacked Standards into Outcomes Document for this Unit	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually,

Strategic Pairing and Grouping



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

What are some factors you consider when grouping or pairing students?



Where do you fall in Spanish?

RG-58

Resource Guide

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text	
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

www.TeachingForBiliteracy.com

Melody Wharton - Center for Teaching for Biliteracy

WIDA Level Descriptors for our Self-Assessment

Levels of Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic linguistic register
4 - Can understand and produce most of what is said and written	Some challenges to understanding and production
5 – Very high functioning	Receptive and productive with isolated instances of challenge
6 – Native like	Receptive and Productive use

Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6



Planning for the Bridge

1. Review in the language of instruction

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

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

5. The Bridge for Contrastive Analysis

3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).

6. The Bridge for Transfer: Practice

Resource
packet p. 40



Language Use Norms

- Respect regionalisms.
- Use circumlocution.
- Avoid code-switching.
- Use this sentence starter: *¿Cómo se dice... en español?*
- Do not translate for your partner.
- **Engage actively in the sample instruction.**
- **Be respectful students so that you can experience the strategies.**

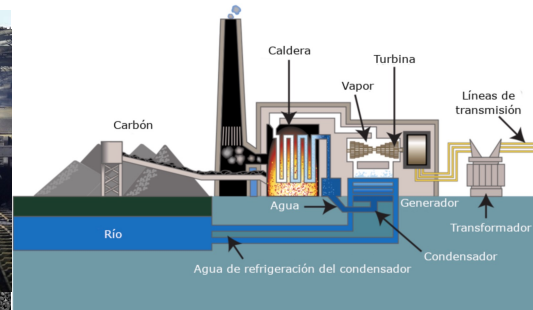
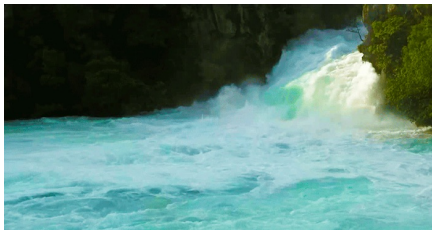
Marking the Language of Instruction



**The Bridge- Step 1
happens during the Spanish
part of the day**



Todas las fuentes de energía





son recursos naturales



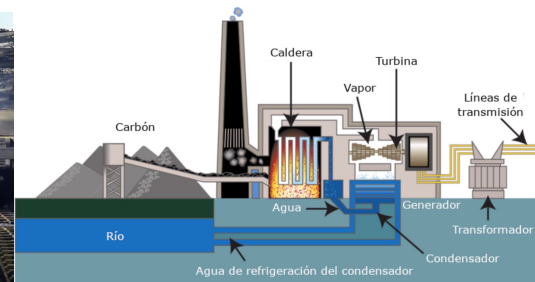
Renovables

la energía solar

la eólica

la hidroeléctrica

los biocombustibles



No son renovables

el carbón

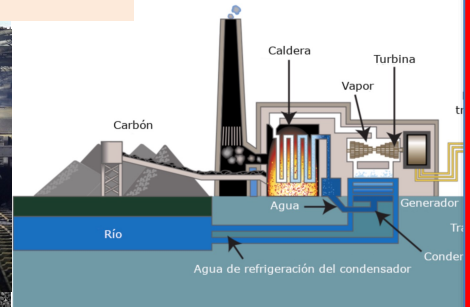
el gas natural

el petróleo

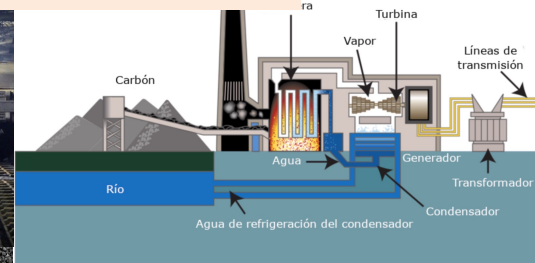
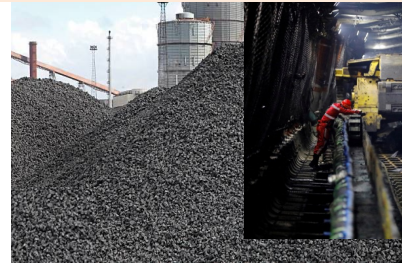
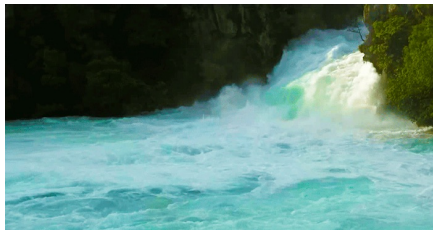
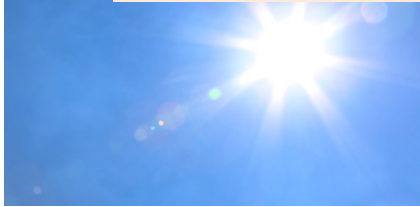
Energía renovable

Energía no renovable

Dos tipos de energía



Todas las fuentes de energía proviene...



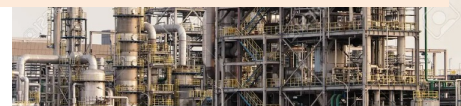
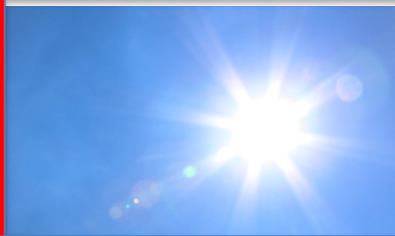


...de los recursos naturales.



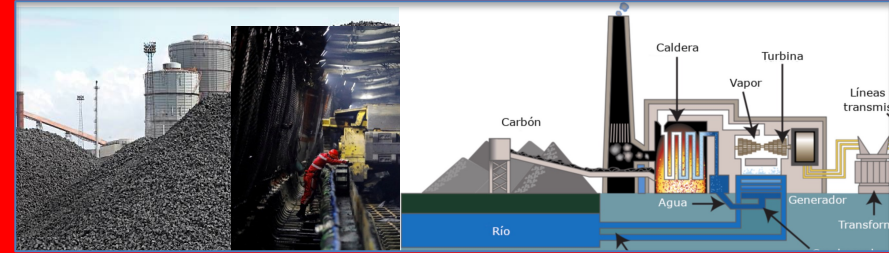
Renovables

Algunos tipos de energía, como la energía solar, la eólica, la hidroeléctrica, y los biocombustibles que vienen de la materia vegetal son renovables.



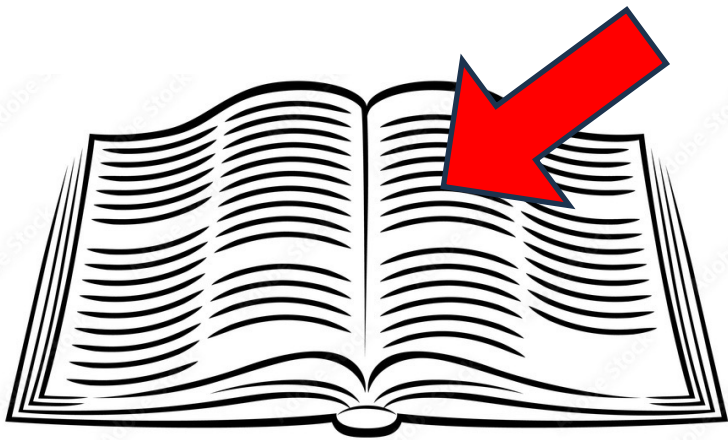
Otros tipos de energía, como el carbón, el petróleo, y el gas natural son combustibles fósiles que se queman, y por lo tanto, no son renovables.

No son renovables



- Todas las fuentes de energía provienen de los recursos naturales.
- Algunos tipos de energía, como la energía solar, la eólica, la hidroeléctrica, y los biocombustibles, que vienen de materia vegetal, son renovables.
- Otros tipos de energía, como el carbón, el petróleo, y el gas natural son combustibles fósiles que se queman, y por lo tanto, no son renovables.
- A pesar de que hay dos tipos de energía, uno se usa mas que el otro. ¿Cual será y por qué?

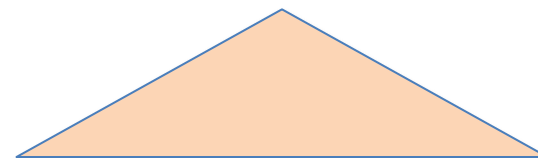
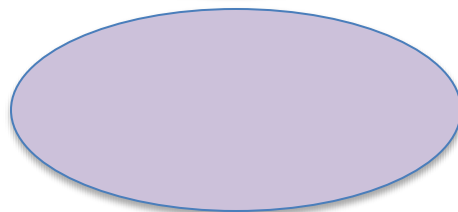
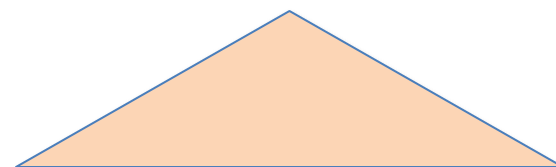
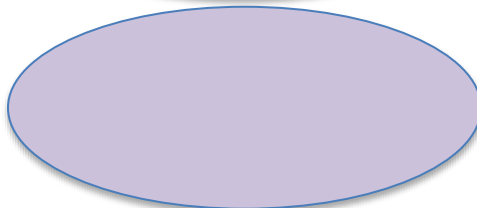
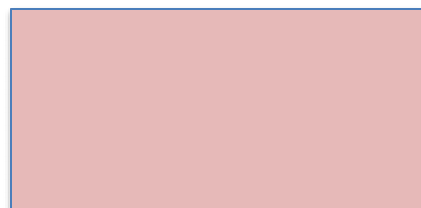
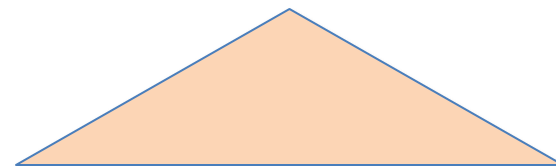
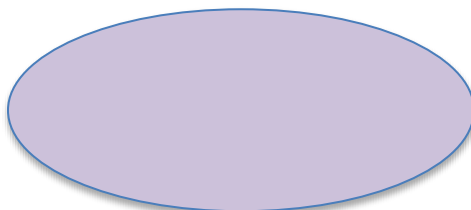
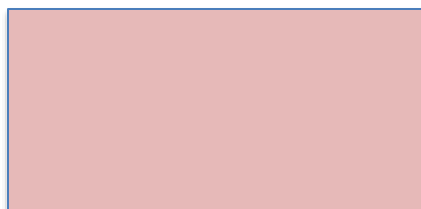
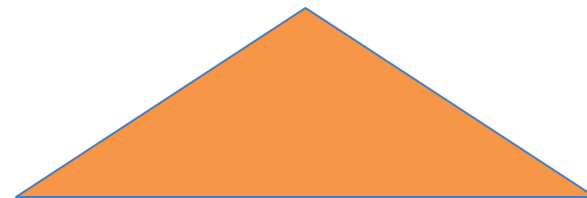
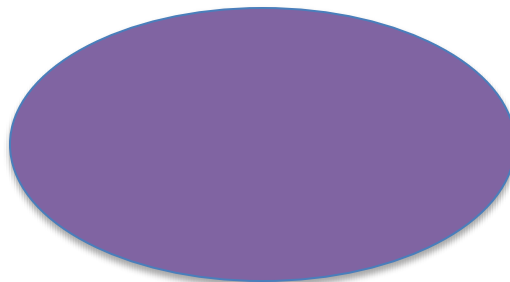
Lo que dice el
texto
explícitamente



Inferencias
usando
detalles y
ejemplos
del texto







**The Bridge- Step 2
happens during the Spanish
part of the day**

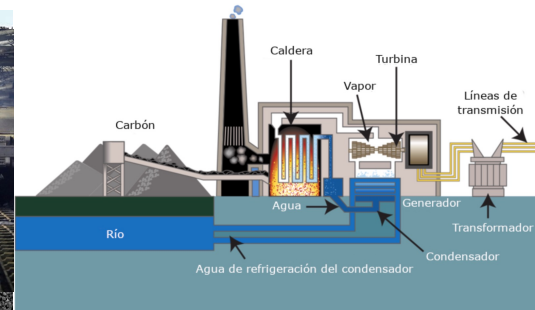
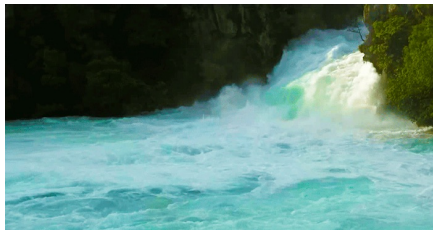
Español | English

Los recursos
naturales
Las fuentes
de energía
renovable
Los paneles
solares
La energía
solar
Las turbinas
eólicas
Los
combustibles
fósiles



The Bridge- Step 3 happens during English portion of the day

All energy sources come from





natural resources.

www.TeachingForBiliteracy.com



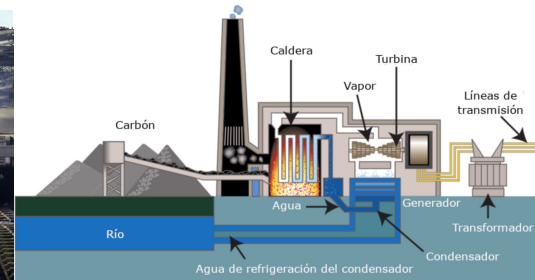
Renewable

solar

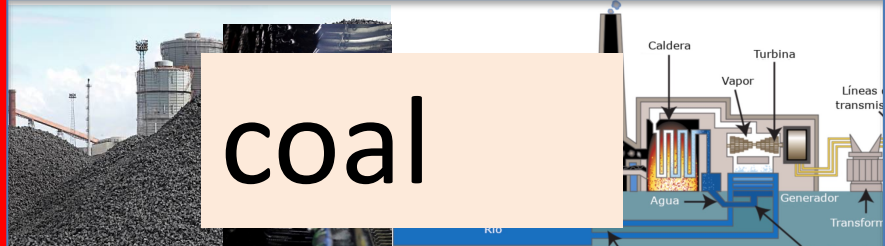
wind

hydroelectric

biofuels



Non renewable

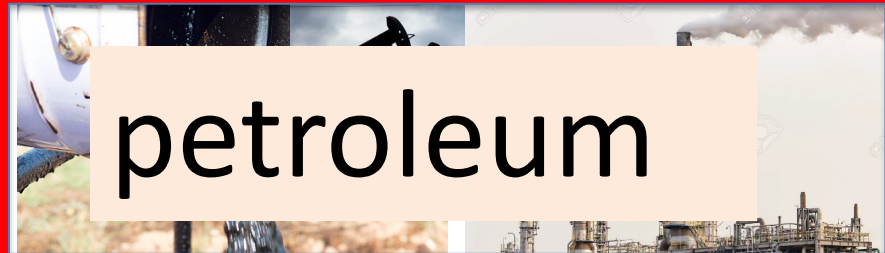


coal

The diagram shows a cycle where water (Agua) is heated in a boiler (Caldera) to create steam (Vapor), which turns a turbine (Turbina) connected to a generator (Generador). The steam is then cooled and condensed back into water. The generator is connected to a transformer (Transformador) and power lines (Líneas de transmisión).



natural gas

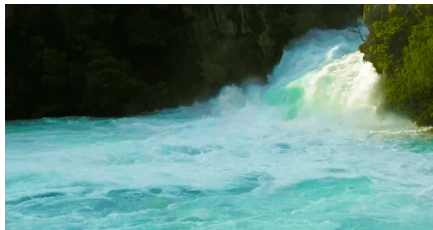
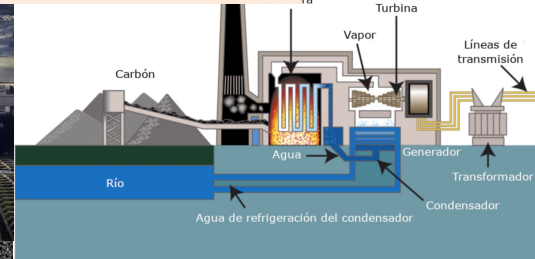
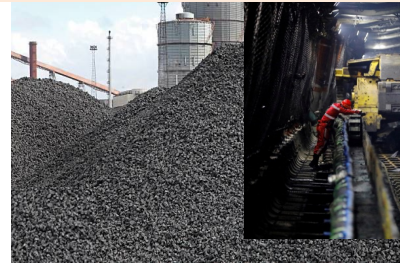
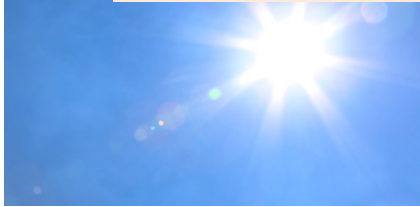


petroleum

Now you practice



All energy sources come from



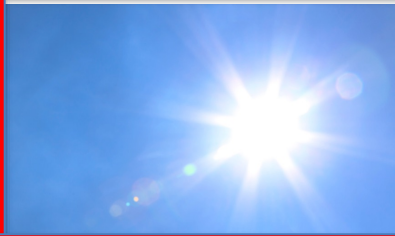


natural resources.



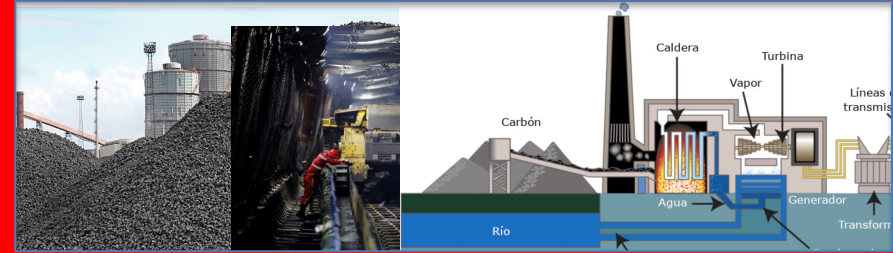
Renewable

Some types of energy, such as solar energy, wind energy, hydropower, and biofuels made from biomass (plant material), are renewable.



Other energy sources, such as coal, petroleum, and natural gas, are fossil fuels. They are burned to produce energy. Because they take millions of years to form, they are nonrenewable resources

Nonrenewable

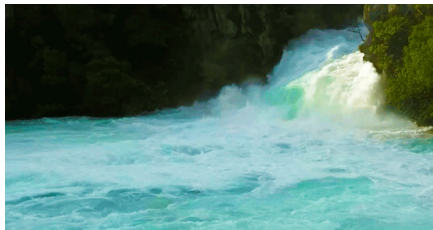


All energy sources come from natural resources. Some types of energy, such as solar energy, wind energy, hydropower, and biofuels made from biomass (plant material), are renewable.

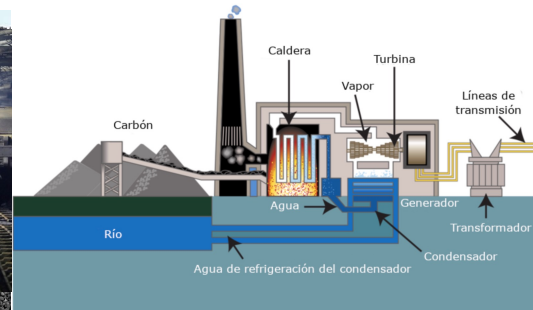
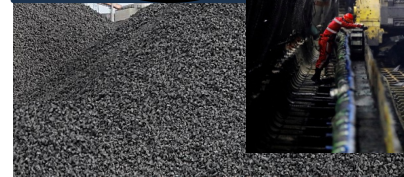
Other energy sources, such as coal, petroleum, and natural gas, are fossil fuels. They are burned to produce energy. Because they take millions of years to form, they are nonrenewable resources.



Renewable natural resources



Nonrenewable natural resources



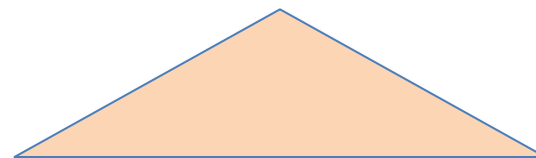
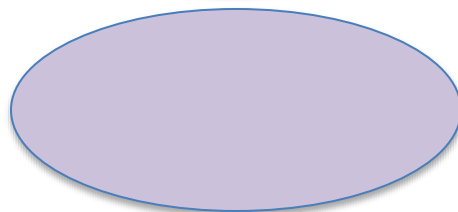
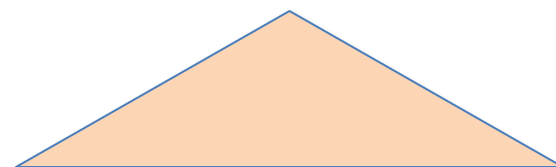
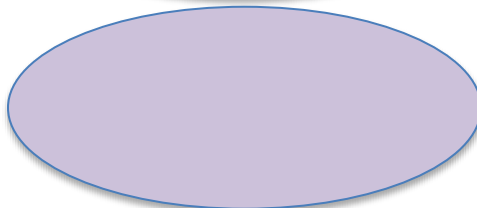
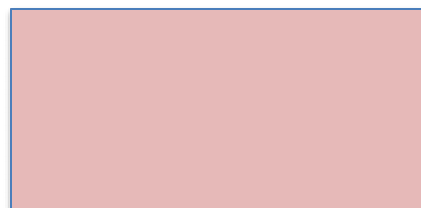
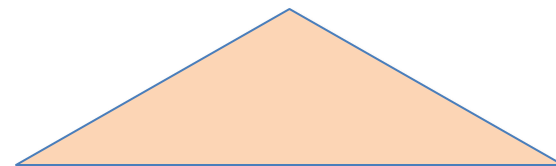
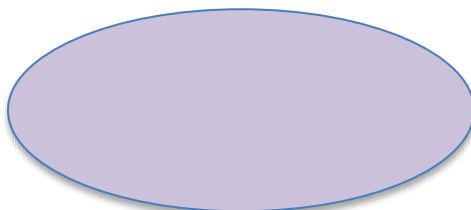
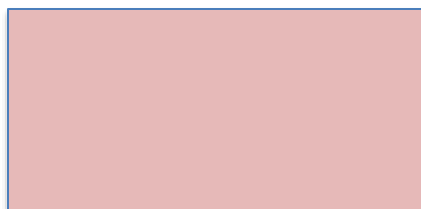
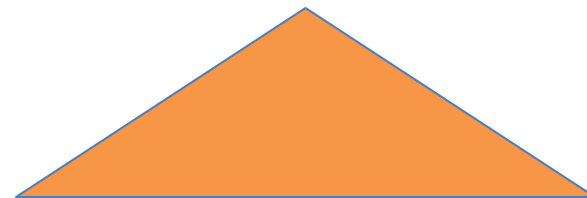
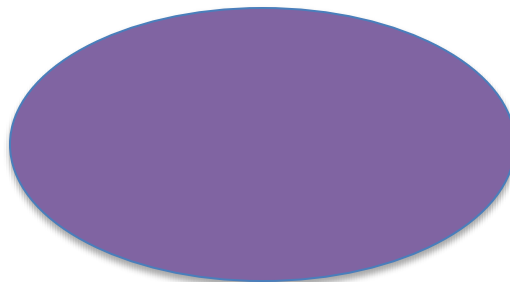
**Information
stated explicitly
in the text**



**Make
inferences
using details
and
examples
from
text.**







Español | **English**



**The Bridge- Step 4
happens during English
portion of the day**

Español

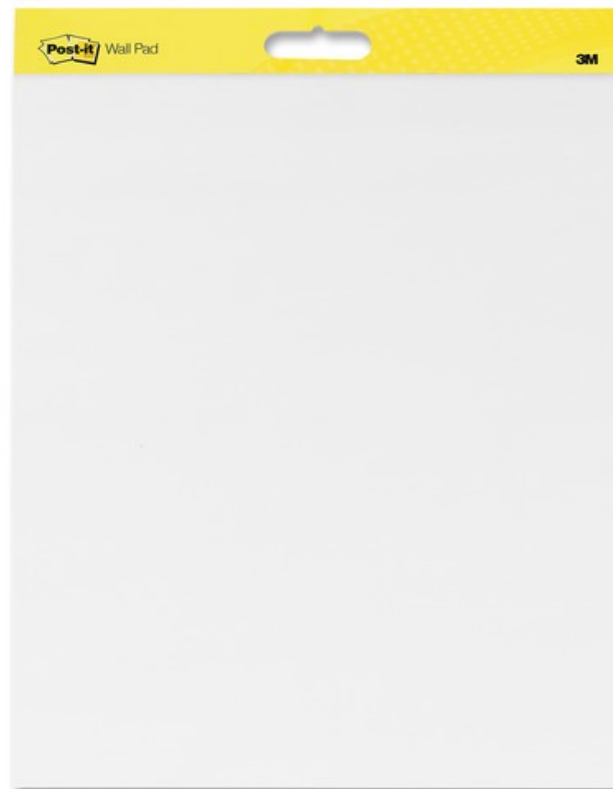
English

Los recursos
naturales
Las fuentes
de energía
renovable
Los paneles
solares
La energía
solar
Las turbinas
eólicas
Los
combustibles
fósiles

Natural
resources
Renewable
energy
sources
Solar panels

Solar energy

Wind
turbines
Fossil fuels



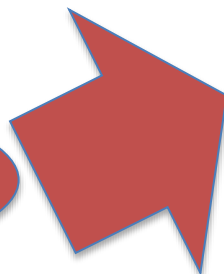
**The Bridge- Step 5
happens during English
portion of the day**

Español | English

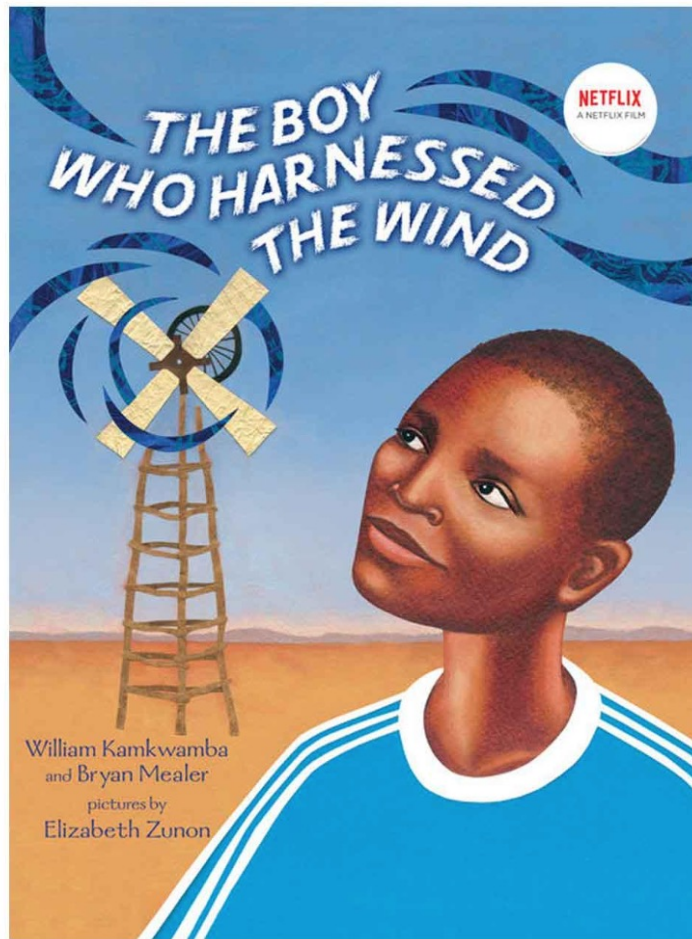
Los recursos naturales
 Las fuentes de energía renovables
 Los paneles solares
 La energía solar
 Las turbinas eólicas
 Los combustibles fósiles

Natural resources
 Renewable energy
 Solar panels
 Solar energy
 Wind turbines
 Fossil fuels

Español Sustantivo adjetivo	English – adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
Los conceptos explícitos	explicit concepts
Los conceptos implícitos	implicit concepts
El acento tónico	tonic accent



**The Bridge- Step 6
happens during English
portion of the day**



Reader's Theater



Resource packet p. 40

As a student, the steps I
experienced were...

3. The
new
lang

As an observer, I noticed...

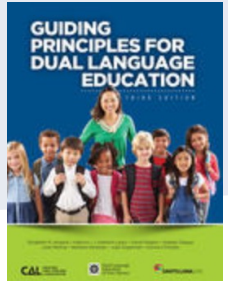
Planning for the Bridge

1. Review in the language of instruction

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

the Bridge for Contrastive Analysis

What are the goals of Dual Language?



Three Pillars of Dual Language Education

**Bilingualism
and
Biliteracy**

**Grade-Level
Academic
Achievement**

**Cross-
Cultural
Competence**

**How does this type of
instruction help students meet
each of the three pillars?**

©2016 Center for Applied Linguistics

www.TeachingForBiliteracy.com



Agenda:

- ✓ Welcome
- ✓ Sample Instruction:

Part 3 - the Bridge

- **The Six Steps of the Bridge**
 - Planning for the Bridge
 - Institute Closure and Evaluation



Materials for today's session



Planning for the Bridge	
1. Review in the language of instruction	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis



Pre

Karen Beema

Dana Baum H

Crystal Ramo

Melody Whar

Institute Outcom

- Describe the programs, w/ pedagogy sta
- Describe the language acq
- Experience all practices for
- Identify language
- Describe lea
- Describe

6 Steps of The Bridge

www.T

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name:		
Essential Outcome: How does our quest for energy impact our natural environment?		
Unit Standards		
Link to Unpacked Standards into Outcomes Document for this Unit		
Standards: NGSS		
Combine information to understand fuels are derived from the earth. [Clarified Statement: Renewable resources include solar, wind, and energy, water, and dams, and non-renewable resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to open-pit mining, and air pollution from burning fossil fuels.] 3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes		
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Use relevant words and phrases (e.g., for example, for instance, in addition).		
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, on specific information in the text. RI.4.4 Determine the meaning of general words and phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually,		

Sample BUF



Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			For
Building Oracy, Background Knowledge: Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.			
What did we do during the Bridge?			
• Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics		Assessment	
Summative Assessment			
• Illustration • Side by Side or • Así se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Phonology Morphology Syntax and grammar Pragmatics.	

**These
steps are a
framework
to use for
planning.
See
Resource
packet p. 33**

Planning for the Bridge	
1. Review in the language of instruction 1	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language 4
2. Elicit key words/phrases/sentences in the language of instruction from students 2	5. The Bridge for Contrastive Analysis 5
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language). 3	6. The Bridge for Transfer: Practice 6



Planning for the Bridge

1. Review in the language of instruction

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

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

5. The Bridge for Contrastive Analysis

3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).

6. The Bridge for Transfer: Practice

Resource packet 40

4th Grade Science & SLA Unit 3

Planning for the Bridge from Spanish to English

1. Review in the language of instruction



Facilitated by the Spanish teacher during Spanish time

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

Español	English
los recursos naturales	natural resources
las fuentes de energía renovable	renewable energy sources
las fuentes de energía no renovable	non-renewable energy sources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
los combustibles fósiles	fossil fuels
el agua	water
el carbón	coal
el aire	air
el petróleo	oil

Facilitated by the English teacher during English time

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

Español	English
los recursos naturales	
las fuentes de energía renovable	
las fuentes de energía no renovable	
los paneles solares	
la energía solar	
el gas natural	
las turbinas eólicas	
los combustibles fósiles	
el agua	
el carbón	
el aire	
el petróleo	

Facilitated by the Spanish teacher during Spanish time

5. The Bridge for Contrastive Analysis

Español	English
Sustantivo adjetivo	adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
los combustibles fósiles	fossil fuels
Los conceptos explícitos	explicit concepts
Los conceptos implícitos	implicit concepts
El acento tónico	the accent

Facilitated by the English teacher during English time

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



Facilitated by the English teacher during English time

6. The Bridge for Transfer: Practice



Facilitated by the English teacher during English time



The Bridge - Step 1: Review in the Language of Instruction



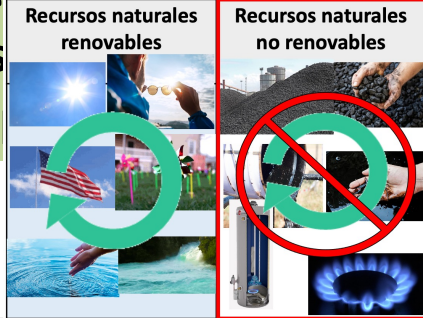
Español | **English**

Step 1



The Bridge - Step 1:

- Teacher reviews in the language of instruction
- Students actively engaged

Planning for the Bridge	
1. Review in the language of instruction Facilitated by the Spanish S 	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice

Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge																														
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5																												
Set up the chart paper: Make a T-Chart and ● Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated based on what they learned in the unit and from the concept attainment and write those words in the <i>Español</i> side of the chart. ● Step 3: Practice key vocabulary in English using the same TPR and images ● Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue. Anticipated Bridge Chart for Content (Science): <table><tr><th>Español</th><th>English</th></tr><tr><td><i>los recursos naturales</i></td><td>natural resources</td></tr><tr><td><i>las fuentes de energía renovables</i></td><td>renewable energy sources</td></tr><tr><td><i>las fuentes de energía no renovables</i></td><td>non-renewable energy sources</td></tr><tr><td><i>los paneles solares</i></td><td>solar panels</td></tr><tr><td><i>la energía solar</i></td><td>solar energy</td></tr><tr><td><i>el gas natural</i></td><td>natural gas</td></tr><tr><td><i>las turbinas eólicas</i></td><td>wind turbines</td></tr></table>	Español	English	<i>los recursos naturales</i>	natural resources	<i>las fuentes de energía renovables</i>	renewable energy sources	<i>las fuentes de energía no renovables</i>	non-renewable energy sources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines	Step 6: ● Students practice TPR and ● Students practice reading the script in small groups using TPR ● Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases ● With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax & Grammar ● Word Order (noun-adjective) ● In Spanish- Adjectives usually go after the noun they are describing ● In English- Adjectives go before the noun they are describing. Possible Contrastive Analysis Chart: <table><tr><th><i>Español</i> Sustantivo adjetivo</th><th>English – adjective noun</th></tr><tr><td><i>los recursos naturales</i></td><td>natural resources</td></tr><tr><td><i>los paneles solares</i></td><td>solar panels</td></tr><tr><td><i>la energía solar</i></td><td>solar energy</td></tr><tr><td><i>el gas natural</i></td><td>natural gas</td></tr><tr><td><i>las turbinas eólicas</i></td><td>wind turbines</td></tr></table>	<i>Español</i> Sustantivo adjetivo	English – adjective noun	<i>los recursos naturales</i>	natural resources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines
Español	English																													
<i>los recursos naturales</i>	natural resources																													
<i>las fuentes de energía renovables</i>	renewable energy sources																													
<i>las fuentes de energía no renovables</i>	non-renewable energy sources																													
<i>los paneles solares</i>	solar panels																													
<i>la energía solar</i>	solar energy																													
<i>el gas natural</i>	natural gas																													
<i>las turbinas eólicas</i>	wind turbines																													
<i>Español</i> Sustantivo adjetivo	English – adjective noun																													
<i>los recursos naturales</i>	natural resources																													
<i>los paneles solares</i>	solar panels																													
<i>la energía solar</i>	solar energy																													
<i>el gas natural</i>	natural gas																													
<i>las turbinas eólicas</i>	wind turbines																													

Step 1

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Step 1 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • SS experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice
2:30-3:00	Specials

Page 29 – Institute Resource Packet



The Bridge - Step 2:

Elicit key

words/phrases/sentences

in the language of

instruction from students



Español | English

Los recursos
naturales

Las fuentes
de energía
renovable

Los paneles
solares

La energía
solar

Las turbinas
eólicas

Los
combustibles
fósiles

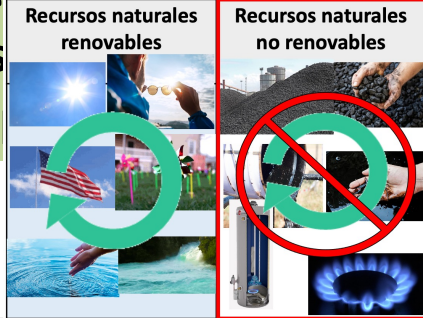
Step 2



The Bridge -

Step 2:

- Students actively engaged
- The language generated by students is what is transferred
- The teacher does NOT tell students what words to Bridge

Planning for the Bridge																											
1. Review in the language of instruction Facilitated by the Spanish Teacher 	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language																										
2. Elicit key words/phrases/sentences in the language of instruction Facilitated by the Spanish Teacher <table border="1"> <thead> <tr> <th>Español</th><th>English</th></tr> </thead> <tbody> <tr><td>los recursos naturales</td><td></td></tr> <tr><td>las fuentes de energía renovable</td><td></td></tr> <tr><td>las fuentes de energía no renovable</td><td></td></tr> <tr><td>los paneles solares</td><td></td></tr> <tr><td>la energía solar</td><td></td></tr> <tr><td>el gas natural</td><td></td></tr> <tr><td>las turbinas eólicas</td><td></td></tr> <tr><td>Los combustibles fósiles</td><td></td></tr> <tr><td>el agua</td><td></td></tr> <tr><td>el carbón</td><td></td></tr> <tr><td>el aire</td><td></td></tr> <tr><td>el petróleo</td><td></td></tr> </tbody> </table>	Español	English	los recursos naturales		las fuentes de energía renovable		las fuentes de energía no renovable		los paneles solares		la energía solar		el gas natural		las turbinas eólicas		Los combustibles fósiles		el agua		el carbón		el aire		el petróleo		5. The Bridge for Contrastive Analysis
Español	English																										
los recursos naturales																											
las fuentes de energía renovable																											
las fuentes de energía no renovable																											
los paneles solares																											
la energía solar																											
el gas natural																											
las turbinas eólicas																											
Los combustibles fósiles																											
el agua																											
el carbón																											
el aire																											
el petróleo																											
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice																										

Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge

Bridge - Transfer Side by Side

Steps 1, 2, 3, 4

Set up the chart paper: Make a T-Chart and label the left side *Español* in green and the right-side English in blue.

- **Step 1:** In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed.
- **Step 2:** In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the *Español* side of the chart.
- and images
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (Science):

Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovables</i>	renewable energy sources
<i>las fuentes de energía no renovables</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6

Step 6:

- Students practice TPR in English- listening and speaking
- Students practice TPR and read the Reduce, Reuse, Recycle, Recycle's
- reader's theater,
- Students practice reading the script in small groups using TPR
- Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases
- With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.

Bridge: Contrastive Analysis

Step 5

Step 5:

While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Syntax & Grammar

- Word Order (noun-adjective)
- In Spanish- Adjectives usually go after the noun they are describing
- In English- Adjectives go before the noun they are describing.

Possible Contrastive Analysis Chart:

<i>Español</i> Sustantivo adjetivo	English – adjective noun
<i>los recursos naturales</i>	natural resources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

Step 2

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Science experiences/inquiry Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math
1:15-2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice
2:30-3:00	Specials



The Bridge - Step 3: The Bridge for Transfer – Practice the Terms in the New Language



Español

English

Los recursos
naturales
Las fuentes
de energía
renovable
Los paneles
solares
La energía
solar
Las turbinas
eólicas
Los
combustibles
fósiles

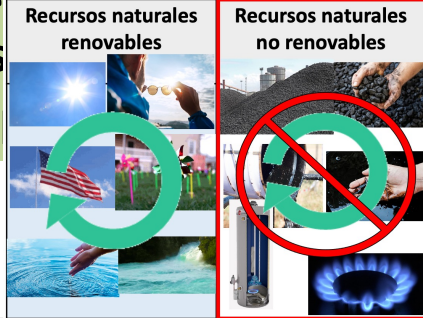
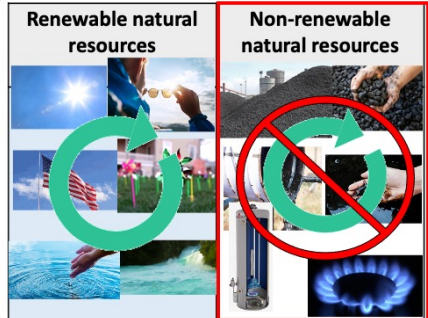
Step 3



The Bridge -

Step 3:

- Looks like step 1 but in other language
- Important to take time to PRACTICE oracy
- Can happen over multiple days

Planning for the Bridge																											
1. Review in the language of instruction Facilitated by the Spanish Teacher 	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language																										
2. Elicit key words/phrases/sentences in the language of instruction Facilitated by the Spanish Teacher <table border="1"> <thead> <tr> <th>Español</th><th>English</th></tr> </thead> <tbody> <tr><td>los recursos naturales</td><td></td></tr> <tr><td>las fuentes de energía renovable</td><td></td></tr> <tr><td>las fuentes de energía no renovable</td><td></td></tr> <tr><td>los paneles solares</td><td></td></tr> <tr><td>la energía solar</td><td></td></tr> <tr><td>el gas natural</td><td></td></tr> <tr><td>las turbinas eólicas</td><td></td></tr> <tr><td>Los combustibles fósiles</td><td></td></tr> <tr><td>el agua</td><td></td></tr> <tr><td>el carbón</td><td></td></tr> <tr><td>el aire</td><td></td></tr> <tr><td>el petróleo</td><td></td></tr> </tbody> </table>	Español	English	los recursos naturales		las fuentes de energía renovable		las fuentes de energía no renovable		los paneles solares		la energía solar		el gas natural		las turbinas eólicas		Los combustibles fósiles		el agua		el carbón		el aire		el petróleo		5. The Bridge for Contrastive Analysis
Español	English																										
los recursos naturales																											
las fuentes de energía renovable																											
las fuentes de energía no renovable																											
los paneles solares																											
la energía solar																											
el gas natural																											
las turbinas eólicas																											
Los combustibles fósiles																											
el agua																											
el carbón																											
el aire																											
el petróleo																											
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language). Facilitated by the English Teacher 	6. The Bridge for Transfer: Practice																										

Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge														
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5												
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right-side English in blue. ● Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated. ● Step 2: In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the <i>Español</i> side of the chart. ● Step 3: Practice key vocabulary in English using the same TPR and images ● Step 4: Once students have engaged in the TPR to the point that they have been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.	Step 6: ● Students practice TPR in English- listening and speaking ● Students practice TPR and read the Reduce, Reuse, Recycle reader’s theater with the teacher (or another Step 3 ● Students (in small groups or pairs) draft their own reader’s theater script using their newly learned English academic science words and phrases ● With guidance from the teacher, students finalize their own reader’s theater script using their newly learned English academic science words and phrases.	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax & Grammar ● Word Order (noun-adjective) ● In Spanish- Adjectives usually go after the noun they are describing ● In English- Adjectives go before the noun they are describing. Possible Contrastive Analysis Chart: <table><tr><th><i>Español</i> Sustantivo adjetivo</th><th>English – adjective noun</th></tr><tr><td><i>los recursos naturales</i></td><td>natural resources</td></tr><tr><td><i>los paneles solares</i></td><td>solar panels</td></tr><tr><td><i>la energía solar</i></td><td>solar energy</td></tr><tr><td><i>el gas natural</i></td><td>natural gas</td></tr><tr><td><i>las turbinas eólicas</i></td><td>wind turbines</td></tr></table>	<i>Español</i> Sustantivo adjetivo	English – adjective noun	<i>los recursos naturales</i>	natural resources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines
<i>Español</i> Sustantivo adjetivo	English – adjective noun													
<i>los recursos naturales</i>	natural resources													
<i>los paneles solares</i>	solar panels													
<i>la energía solar</i>	solar energy													
<i>el gas natural</i>	natural gas													
<i>las turbinas eólicas</i>	wind turbines													

Anticipated Bridge Chart for Content (Science):

Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovables</i>	renewable energy sources
<i>las fuentes de energía no renovables</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Step 3
2:30-3:00	Specials



Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Step 3 Continue SS Unit
2:30-3:00	Specials



The Bridge in a **Two Teacher** Model:

- One English Teacher
- One Non-English Teacher
(Spanish, Vietnamese
or Mandarin)



One and Two – Teacher Models

- Both types of models (1 and 2 Teacher) can be used with 80/20 and 50/50 programs
- Schools and districts may choose to use both 1 and 2 teacher model

Type of Model	Pros	Cons
One Teacher Model (One teacher teaches both languages)	Teachers get to know students across both their languages Time can be more flexible	It may be harder for the teacher to stay in the target language It may be harder for the students to stay in the target language
Two Teacher Model (One teacher teaches English and another teacher teaches Spanish to the same students)	Spanish time is protected by place, time, and person When collaboration works well, it is powerful!	It is harder for teachers to get to know students across both languages When collaboration is not effective, it is challenging for all.



The Bridge in a two-
teacher model –
**From the Spanish
Medium Teacher's
perspective**

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:45	Steps 1-2
	Start a new Science/SLA unit
10:45 to 11:15	Interventions
11:15 – 12:00	Lunch/Recess
12:00 -2:25	Steps 1-2
	Start a new Science/SLA unit
2:25-3:10	Specials



The Bridge in a two-teacher model – From the English Medium Teacher's perspective

The Next Day

Time	Subject
8:20– 9:20	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing
9:20 – 10:45	Steps 3-6 Continue SS/ELA unit
10:45 to 11:15	Interventions
11:15 – 12:00	Lunch/Recess
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing
1:00-2:25	Steps 3-6 Continue SS/ELA unit
2:25-3:10	Specials



The Bridge - Step 4:

The Bridge for Transfer –

Match the key

words/phrases/sentences

to the other language



Step 4

Español

English

Los recursos
naturales

Natural
resources

Las fuentes
de energía
renovable

Renewable
energy
sources

Los paneles
solares

Solar panels

La energía
solar

Solar energy

Las turbinas
eólicas

Wind
turbines

Los
combustibles
fósiles

Fossil fuels



The Bridge -

Step 4:

- English terms added to SAME chart
- Color coding is important
- Students actively engaged
- Teacher (or students) write the English equivalent

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

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

Facilitated by the Spanish Teacher

Español	English
los recursos naturales	
las fuentes de energía renovable	
las fuentes de energía no renovable	
los paneles solares	
la energía solar	
el gas natural	
las turbinas eólicas	
los combustibles fósiles	
el agua	
el carbón	
el aire	
el petróleo	

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

Facilitated by the Teacher During the Transfer

Español	English
los recursos naturales	natural resources
las fuentes de energía renovable	renewable energy sources
las fuentes de energía no renovable	non-renewable energy sources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
los combustibles fósiles	fossil fuels
el agua	water
el carbón	coal
el aire	wind
el petróleo	oil

5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice

3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).

Facilitated by the Teacher

Renewable natural resources

Non-renewable natural resources

Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge

Bridge - Transfer Side by Side

Steps 1, 2, 3, 4

Set up the chart paper: Make a T-Chart and label the left side *Español* in green and the right-side English in blue.

- **Step 1:** In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated.
- **Step 2:** In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the *Español* side of the chart.
- **Step 3:** Practice key vocabulary in English using the same TPR
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (Science):

Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovables</i>	renewable energy sources
<i>las fuentes de energía no renovables</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6

Step 6:

- Students practice TPR in English- listening and speaking
- Students practice TPR and read the Reduce, Reuse, Recycle reader's theater with the teacher (or another reader's theater)
- Students practice reading the script in

Step 4

- their own reader's theater script using their newly learned English academic science words and phrases
- With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.

Bridge: Contrastive Analysis

Step 5

Step 5:

While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Syntax & Grammar

- Word Order (noun-adjective)
- In Spanish- Adjectives usually go after the noun they are describing
- In English- Adjectives go before the noun they are describing.

Possible Contrastive Analysis Chart:

<i>Español</i> Sustantivo adjetivo	English – adjective noun
<i>los recursos naturales</i>	natural resources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge

Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right-side English in blue. ● Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated. ● Step 2: In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the <i>Español</i> side of the chart. ● Step 3: Practice key vocabulary in English using the same TPR and images ● Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.	Step 6: ● Students practice TPR in English- listening and speaking ● Students practice TPR and read the Reduce, Reuse, Recycle reader's theater with the teacher (or another reader's theater) ● Students practice reading the script in small groups using TPR ● Students (in small groups or pairs) draft their own reader's theater script using their newly learned	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax & Grammar ● Word Order (noun-adjective) ● In Spanish- Adjectives usually go after the noun they are describing ● In English- Adjectives go before the noun they are describing.

Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovables</i>	renewable energy sources
<i>las fuentes de energía no renovables</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

How did our chart
compare to the
anticipated chart?

words and phrases.

*las turbinas
eólicas*

wind turbines

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Steps 3-4 Continue SS Unit
2:30-3:00	Specials



Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

Bridge - Transfer Side by Side

Steps 1, 2, 3, 4

Set up the chart paper: Make a T-Chart and label the left side *Español* in green and the right-side English in blue.

- **Step 1:** In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated.
- **Step 2:** In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the *Español* side of the chart.
- **Step 3:** Practice key vocabulary in English using the same TPR and images
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (Science):

<i>Español</i>	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovables</i>	renewable energy sources
<i>las fuentes de energía no renovables</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas

Bridge

Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6

Step 6:

- Students practice TPR in English- listen and speaking
- Students read and re-read the Reader's Theater script

Bridge: Contrastive Analysis

Step 5

Step 5:

While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Steps 1-4

- the teacher leads the students in their new English academic science words and phrases
- With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.

Possible Contrastive Analysis Chart:

<i>Español</i> Sustantivo adjetivo	English – adjective noun
<i>los recursos naturales</i>	natural resources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

The Bridge - Step 5: The Bridge for Contrastive Analysis



Español | English

Los recursos naturales
 Las fuentes de energía renovables
 Los paneles solares
 La energía solar
 Las turbinas eólicas
 Los combustibles fósiles

Natural resources
 Renewable energy
 Solar panels
 Solar energy
 Wind turbines
 Fossil fuels

Español Sustantivo adjetivo	English – adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
Los conceptos explícitos	explicit concepts
Los conceptos implícitos	implicit concepts
El acento tónico	tonic accent

Step 5



The Bridge -

Step 5:

- Where the second chart is created
- Students actively engaged
- Example of contrastive analysis focus comes from the transfer chart

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

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

Facilitated by the Spanish Teacher

Español	English
los recursos naturales	
las fuentes de energía renovable	
las fuentes de energía no renovable	
los paneles solares	
la energía solar	
el gas natural	
las turbinas eólicas	
Los combustibles fósiles	
el agua	
el carbón	
el aire	
el petróleo	

3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).

Facilitated by the English Teacher

Renewable natural resources

Non-renewable natural resources

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

Facilitated by the English Teacher

Español	English
los recursos naturales	natural resources
las fuentes de energía renovable	renewable energy sources
las fuentes de energía no renovable	non-renewable energy sources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
el agua	water
el carbón	coal
el aire	wind
el petróleo	oil

5. The Bridge for Contrastive Analysis

Facilitated by the English Teacher

Español	English – adjective noun
Sustantivo adjetivo	
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
Los conceptos explícitos	explicit concepts
Los conceptos implícitos	implicit concepts
El acento tónico	tonic accent

6. The Bridge for Transfer: Practice

Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge

Bridge - Transfer
Side by Side

Steps 1, 2, 3, 4

Bridge – Transfer – Practice
(includes Listening, Speaking,
Reading, and Writing in the
other language)
Step 6

Step 5

Set up the chart paper: Make a T-Chart and label the left side *Español* in green and the right-side English in blue.

- **Step 1:** In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated.
- **Step 2:** In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the *Español* side of the chart.
- **Step 3:** Practice key vocabulary in English using the same TPR and images
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (Science):

Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovables</i>	renewable energy sources
<i>las fuentes de energía no renovables</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

Step 6:

- Students practice T in English- listening speaking
- Students practice T and read the Reduce, Reuse, Recycle reader theater with the teacher (or another reader's theater)
- Students practice reading the script in small groups using
- Students (in small groups or pairs) draw their own reader's theater script using their newly learned English academic science words and phrases
- With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.

Step 5:

While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Syntax & Grammar

- Word Order (noun-adjective)
- In Spanish- Adjectives usually go after the noun they are describing
- In English- Adjectives go before the noun they are describing.

Possible Contrastive Analysis Chart:

<i>Español</i> Sustantivo adjetivo	English – adjective noun
<i>los recursos naturales</i>	natural resources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas</i>	wind turbines

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Steps 3-5 Continue SS Unit
2:30-3:00	Specials

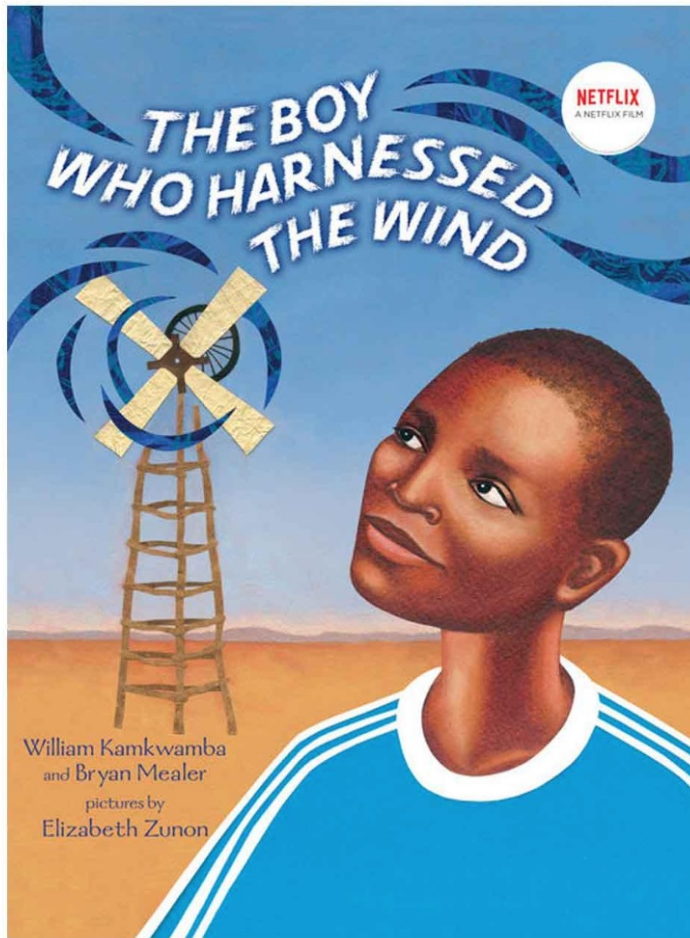


The Bridge - Step 6: Continued Practice in the Other Program Language



Step 6

Reader's Theater



Step 6



Students write and act out their own reader's theater using the academic terminology



The Bridge - Step 6:

- Students need time to use the language in a new experience
- Includes Listening, Speaking, Reading, and Writing

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

2. Elicit key words/phrases/sentences in the

Facilitated by the Spanish Teacher

Español	English
los recursos naturales	
las fuentes de energía renovable	
las fuentes de energía no renovable	
los paneles solares	
la energía solar	
el gas natural	
las turbinas eólicas	
Los combustibles fósiles	
el agua	
el carbón	
el aire	
el petróleo	

3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).

Facilitated by the English Teacher

Renewable natural resources

Non-renewable natural resources

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

Facilitated by the English Teacher During English

Español	English
los recursos naturales	natural resources
las fuentes de energía renovable	renewable energy sources
las fuentes de energía no renovable	non-renewable energy sources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
el agua	water
el carbón	coal
el aire	wind
el petróleo	oil

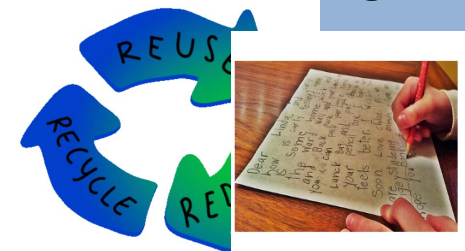
5. The Bridge for Contrastive Analysis

Facilitated by the English Teacher During English

Español	English – adjective noun
Sustantivo adjetivo	
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
Los conceptos explícitos	explicit concepts
Los conceptos implícitos	implicit concepts
El acento tónico	tonic accent

6. The Bridge for Transfer: Practice

Facilitated by the English Teacher During English



Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge		Step 6																	
Bridge - Transfer Side by Side		Bridge: Contrastive Analysis																	
Steps 1, 2, 3, 4		Step 5																	
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right-side English in blue. • Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated. • Step 2: In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the content attainment and write those words in the <i>Español</i> side of the chart. • Step 3: Practice key vocabulary in English using the same words and images • Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue. Anticipated Bridge Chart for Content (Science): <table><tr><th>Español</th><th>English</th></tr><tr><td><i>los recursos naturales</i></td><td>natural resources</td></tr><tr><td><i>las fuentes de energía renovables</i></td><td>renewable energy sources</td></tr><tr><td><i>las fuentes de energía no renovables</i></td><td>non-renewable energy sources</td></tr><tr><td><i>los paneles solares</i></td><td>solar panels</td></tr><tr><td><i>la energía solar</i></td><td>solar energy</td></tr><tr><td><i>el gas natural</i></td><td>natural gas</td></tr><tr><td><i>las turbinas eólicas</i></td><td>wind turbines</td></tr></table>		Español	English	<i>los recursos naturales</i>	natural resources	<i>las fuentes de energía renovables</i>	renewable energy sources	<i>las fuentes de energía no renovables</i>	non-renewable energy sources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines	Step 6: • Students practice TPR in English- listening and speaking • Students practice TPR and read the Reduce, Reuse, Recycle reader's theater with the teacher (or another reader's theater) • Students practice reading the script in small groups using TPR • Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases • With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.	
Español	English																		
<i>los recursos naturales</i>	natural resources																		
<i>las fuentes de energía renovables</i>	renewable energy sources																		
<i>las fuentes de energía no renovables</i>	non-renewable energy sources																		
<i>los paneles solares</i>	solar panels																		
<i>la energía solar</i>	solar energy																		
<i>el gas natural</i>	natural gas																		
<i>las turbinas eólicas</i>	wind turbines																		
		When the teacher plans a specific contrastive analysis teaching point in the Bridge, the teacher anticipates and highlights other metalinguistics noticed by the students. Systemic Grammar Word Order (noun-adjective) In Spanish- Adjectives usually go after the noun they are describing In English- Adjectives go before the noun they are describing. Contrastive Analysis Chart: <table><tr><th></th><th>English – adjective noun</th></tr><tr><td><i>los recursos naturales</i></td><td>natural resources</td></tr><tr><td><i>los paneles solares</i></td><td>solar panels</td></tr><tr><td><i>la energía solar</i></td><td>solar energy</td></tr><tr><td><i>el gas natural</i></td><td>natural gas</td></tr><tr><td><i>las turbinas eólicas</i></td><td>wind turbines</td></tr></table>			English – adjective noun	<i>los recursos naturales</i>	natural resources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines				
	English – adjective noun																		
<i>los recursos naturales</i>	natural resources																		
<i>los paneles solares</i>	solar panels																		
<i>la energía solar</i>	solar energy																		
<i>el gas natural</i>	natural gas																		
<i>las turbinas eólicas</i>	wind turbines																		

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Steps 3-6 Continue SS Unit
2:30-3:00	Specials



Spanish to English Bridge

Planning for the Bridge	
Spanish Teacher or During Spanish Time	English Teacher or During English Time
2. Spanish Teacher or During Spanish Time	5. English Teacher or During English Time
3. English Teacher or During English Time	English Teacher or During English Time

p.40



English Unit

Implementing the Bridge – step-by-step	
1. Review in the language of instruction English Teacher or During English Time	4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language Spanish Teacher or During Spanish Time
2. Elicit key words/phrases/sentences in the language of instruction from students English Teacher or During English Time	5. The Bridge for Metalinguistic Analysis Spanish Teacher or During Spanish Time
3. The Bridge for Transfer - Practice the terms Spanish Teacher or During Spanish Time	6. Continued Extension – Continued practice in the other language Spanish Teacher or During Spanish Time



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- Content and Literacy Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension

- Academic listening and speaking necessary for content instruction and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

For

What did we do
during the Bridge?

- Oracy, background knowledge, and language comprehension

©

Teachers:
Instruction

**Coach, TOSA, or
Support or
Specialist:**
Classroom
Support

**School and
District Leaders:**
Systems and
Structures

Agenda:

- ✓ The BUF (Biliteracy Unit Framework)
- ✓ Sample Instruction: the Bridge
- ✓ The Six Steps of the Bridge
 - Planning for the Bridge
 - Institute Closure
 - Lunch



Materials for today's session



Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com

Teaching for Biliteracy Summer Institute

Grandview, WA

June 23-25, 2026

Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baum Hardt	teachingforbiliteracyDH@gmail.com
Crystal Ramos	teachingforbiliteracyCR@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition process works.
- Experience and understand the challenges of teaching and learning in dual language programs.
- Describe high leverage biliteracy strategies to use during instruction.
- Describe how language development supports (sensory, graphic, and interactive) engage learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a

Resource
Packet

www.Teach

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: How does our quest for energy impact our natural environment?		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit		
Content Standards: NGSS		
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually,

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment	
Building Oracy, Background Knowledge, and Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.	Formative
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.	
Foundational Skills and Fluency (Word Study) - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics	

What is the Bridge?

Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.
---	---	---

- Content and Literacy Big Ideas - Summative Assessment	
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.	
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.	
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics	

Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.
---	---	---

Formative Assessment

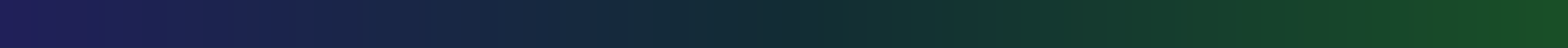
What is the Bridge?

the bridge is...	bridging is...
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making cross-linguistic connections , in each language, during the unit of instruction.
about transfer – supporting students in transferring their learning (standards, concepts, essential understandings) from the language of instruction to the opposite language	the opportunity for the teacher to guide students in applying and building on the contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge.
about contrastive analysis : comparing and contrasting the Spanish and English in the transfer charts in the areas of phonology, morphology, syntax and grammar, and pragmatics	students noticing how their two languages are similar and different, and add their noticings to the contrastive analysis charts
highly interactive and student-centered	not the same as Bridge.
not a translation, or just about cognates	not the teacher giving students words.

Institute Resource Packet

p. 37

Illustration	Side-by-Side	Así se dice
Texto informativo Informational Text		



Characteristics of the Bridge for Biliteracy



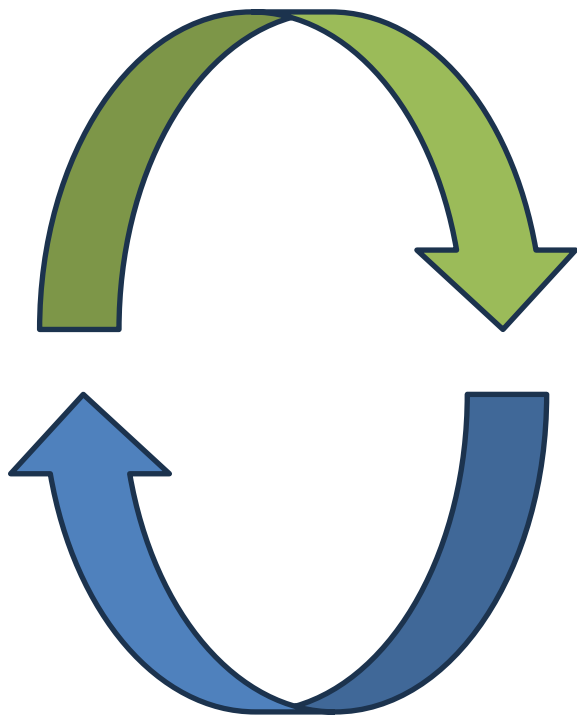
Characteristics of the Bridge for Biliteracy

Two Purposes		



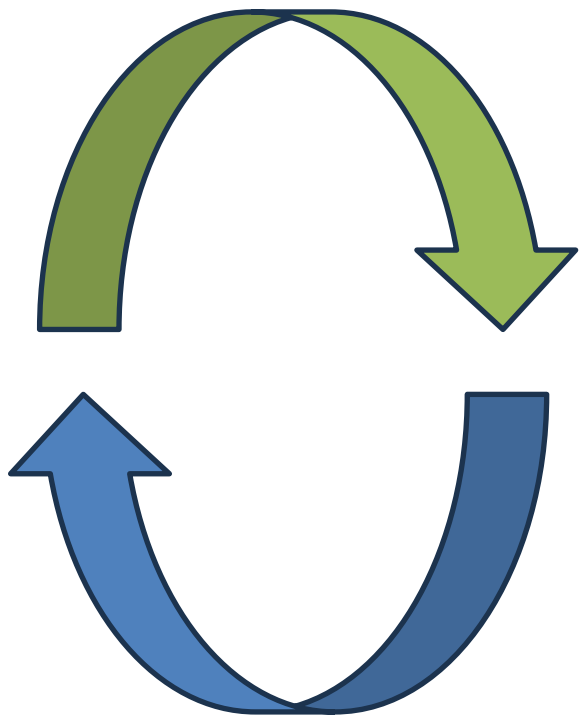
The Two Purposes of the Bridge

Transfer



The Two Purposes of the Bridge

Transfer

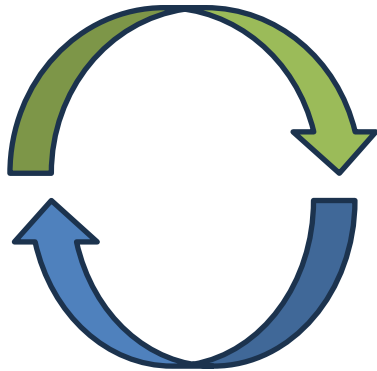


Contrastive Analysis



The Two Purposes of the Bridge

Transfer



Contrastive Analysis



Transfer Chart

A handwritten chart comparing Spanish and English words for the life cycle of a butterfly. The chart is organized into two columns. The left column contains Spanish words, and the right column contains their English equivalents. A large red arrow points from the Spanish column to the English column. Several words are circled in red, and some are underlined in blue.

el huevo	the egg
la mariposa	the butterfly
come	eats
pone	lays
crece	grows
sale	hatches
la crisálida	the chrysalis
la oruga	the caterpillar
el ciclo	the cycle
los huevos	the eggs
la hoja	the leaf
la planta	the plant

Contrastive Analysis Chart

A handwritten chart comparing Spanish and English words for the life cycle of a butterfly. The chart is organized into two columns. The left column contains Spanish words, and the right column contains their English equivalents. A large red arrow points from the Spanish column to the English column. Several words are circled in red, and some are underlined in blue.

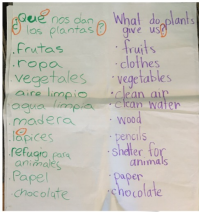
Cognados	Cognates
chocolate	chocolate
radio	radio
teléfono	telephone
La planta	the plant
la crisálida	the chrysalis
el ciclo	the cycle

Characteristics of the Bridge for Biliteracy

Two Purposes

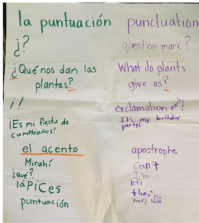
Transfer





Contrastive Analysis





Two Charts



Characteristics of the Bridge for Biliteracy

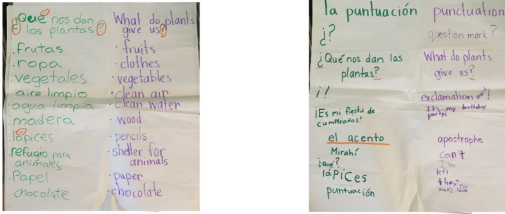
Two
Purposes

Happens at
the END of
the Unit



Transfer

Contrastive Analysis



Two Charts

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
Building Oracy, Background Knowledge, Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	Formative Assessment
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Knowledge - Oracy, background knowledge, and language comprehension - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge - Transfer - Illustration - Side by Side or - Así se dice	Bridge - Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge - Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics



Characteristics of the Bridge for Biliteracy

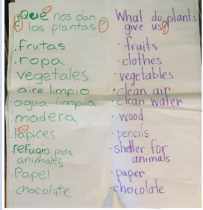
Two
Purposes

Happens at
the END of
the Unit

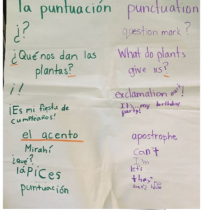
Includes
High Student
Interaction

Transfer

Contrastive Analysis



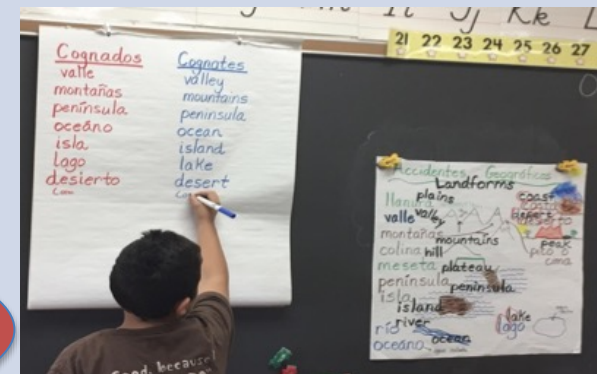
Spanish	English
¿Qué nos dan las plantas?	What do plants give us?
Frutas	fruits
Vegetales	vegetables
aire limpio	clean air
agua limpia	clean water
madera	wood
árboles	trees
refugio para animales	shelter for animals
Papel	paper
chocolate	chocolate



Spanish	English
la puntuación	punctuation
¿Qué nos dan las plantas?	What do plants give us?
¡Es mi libro de cuentos!	It's my book of stories!
al acento	accent
¿Qué nos dan las plantas?	What do plants give us?
la puntuación	punctuation

Two Charts

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
Building Oracy, Background Knowledge, and Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	Formative Assessment
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Spelling, Orthography - Vocabulary		
Bridge - Transfer - Illustration - Side by Side or - Así se dice	Bridge - Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge - Contrastive Analysis - Phonology - Morphology - Syntax and grammar - Pragmatics



“Bridging”

- Cross linguistic connections that can occur at any time, including during “The Bridge”
- Can be driven by students
- Can be driven by the teacher (planned intentionally)
 - Helps to engage students in regular contrastive analysis
 - Holds students accountable for contrastive analysis already learned

What is the Bridge?

Bridge and “bridging”	
The Bridge is...	Bridging is...
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making cross-linguistic connections , in each language, during the unit of instruction.
about transfer – supporting students in transferring their learning (standards, concepts, essential understandings) from the language of instruction to the opposite language	the opportunity for the teacher to guide students in applying and building on the contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge.
about contrastive analysis : comparing and contrasting the Spanish and English in the transfer charts in the areas of phonology, morphology, syntax and grammar, and pragmatics	students noticing how their two languages are similar and different, and add their noticings to the contrastive analysis charts
highly interactive and student-centered	not the same as Bridge.
not a translation, or just about cognates	not the teacher giving students words.

Institute Resource Packet

p. 37

Illustration	Side-by-Side	Así se dice
Texto informativo Informational Text		

Three Types of Bridge Transfer Charts

Handouts – P. 38



Three Types of Bridge Transfer Charts

	Side-by-Side	

Handouts – P. 38



Three Types of Bridge Transfer Charts

Side-by-Side

Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovable</i>	renewable energy sources
<i>las fuentes de energía no renovable</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines
<i>Los combustibles fósiles</i>	fossil fuels
<i>el agua</i>	water
<i>el carbón</i>	coal
<i>el aire</i>	wind
<i>el petróleo</i>	oil

Handouts – P. 38



Three Types of Bridge Transfer Charts

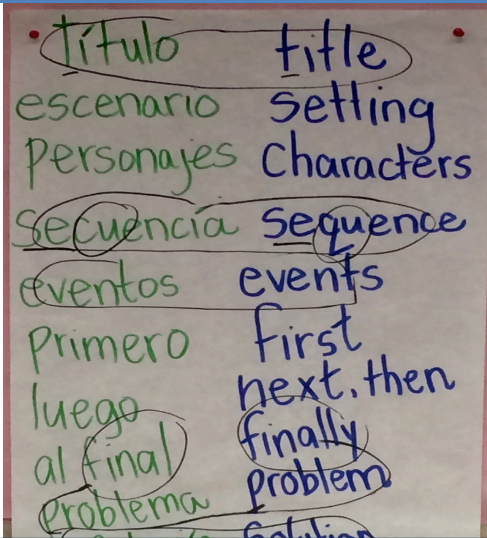
Side-by-Side

• <u>título</u>	• <u>title</u>
escenario	setting
personajes	characters
<u>secuencia</u>	<u>sequence</u>
eventos	events
primero	first
luego	next, then
al final	finally
<u>problema</u>	<u>problem</u>
	solution

Handouts – P. 38



Three Types of Bridge Transfer Charts

Illustration	Side-by-Side	
	 A handwritten bridge transfer chart on a piece of paper. It lists Spanish terms on the left and English terms on the right, with some terms circled. The pairs are: 'título' (circled) and 'title' (circled), 'escenario' and 'setting', 'personajes' and 'characters', 'secuencia' (circled) and 'sequence' (circled), 'eventos' and 'events', 'primero' and 'first', 'luego' and 'next, then', 'al final' (circled) and 'finally' (circled), 'problema' and 'problem', and 'solución' (partially visible) and 'solution' (partially visible).	

Handouts – P. 38



Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

• <u>título</u>	• <u>title</u>
escenario	setting
personajes	characters
<u>secuencia</u>	<u>sequence</u>
eventos	events
primero	first
luego	next, then
al final	finally
<u>problema</u>	<u>problem</u>
	solution

Handouts – P. 38



Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

• <u>título</u>	• <u>title</u>
escenario	setting
personajes	characters
<u>secuencia</u>	<u>sequence</u>
eventos	events
primero	first
luego	next, then
al final	finally
problema	problem
<u>solución</u>	<u>solution</u>

Así-se-Dice



Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

• <u>título</u>	• <u>title</u>
escenario	setting
personajes	characters
<u>secuencia</u>	<u>sequence</u>
eventos	events
Primero	First
luego	next, then
al final	finally
Problema	problem
Solución	Solution

Así-se-Dice

Construcción de Agua	Water Construction
Yo sé que el agua tiene un ciclo. Aparte de ciclo, tiene formas como sólida, líquida, y evaporada. Un ejemplo de agua en forma sólida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma líquida. Luego cuando el sol calienta la tierra, el agua se evapora como gas.	I know that water goes through a cycle. Aside from having a cycle, water also has states (or forms) like solid, liquid, and gas. 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.



Four Areas of Contrastive Analysis: Part Two of the Bridge	
Element and area of focus	Examples
Phonology (sound system) - Sounds that are different in the two languages. - Sounds that are similar in the two languages.	- Sound-symbol correspondence (e.g., the [k] sound: "qu" or "c" in Spanish; "c" or "k" in English) - Silent letters (e.g., "h" and "u" in Spanish; many in English) - The existence of the [tʰ] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure) - Rules for punctuation, grammar, word order, etc. unique to each language - Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!) Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution) 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>) Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. <i>¡Voy!</i>) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – <i>la casa de mi abuela</i>)
Pragmatics (language use) - Cultural norms or contexts that are reflected in language use. - Use of overlapping cultural norms in a bilingual context.	Questions about age avoid the word "old" in Spanish because it has negative connotations (<i>¿Cuántos años tienes?</i>) 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> . Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i> . My fathers win lots of money).

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

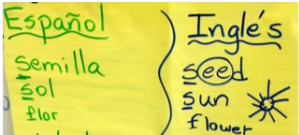
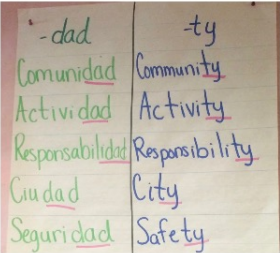
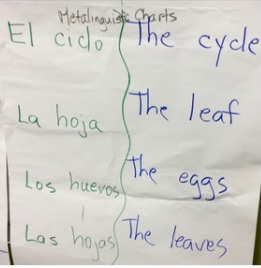
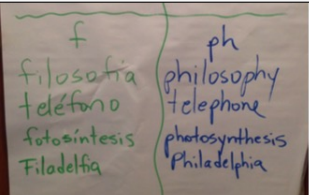
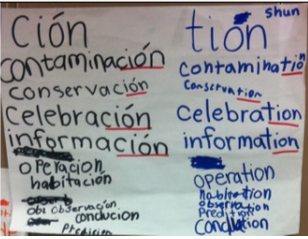
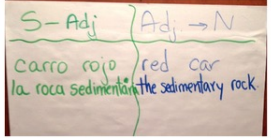
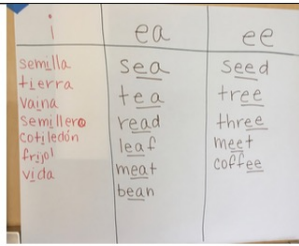
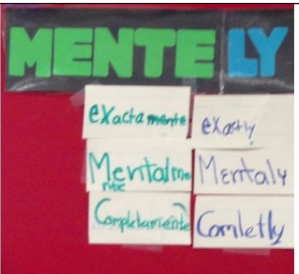
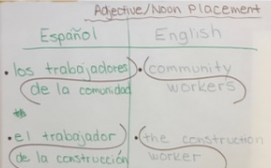
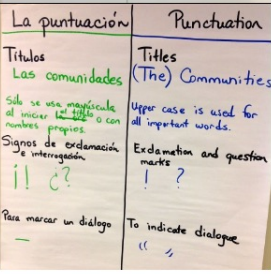
Handouts –
p. 39

4 Areas of Contrastive Analysis



Types of Contrastive Analysis Charts

Three Types of Contrastive Analysis Charts: Part Two of the Bridge and part of "bridging"

Phonology	Morphology	Syntax and Grammar
		
		
		
		

Institute
Resource
Packet

p. 38

4th grade: CCSS for Language Arts – Language

GRADE FOUR READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to demonstrate specific standards and skills and understandings of literature.*

Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CUARTO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanza de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y al hacer inferencias del mismo.
2. Utilizando los detalles en el texto, definen el tema de un cuento, obra de teatro o poema; hacen un resumen del texto.
3. Describen en profundidad un personaje, escenario o acontecimiento en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: los pensamientos, palabras o acciones de un personaje).

Composición y estructura

4. Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo aquellas que aluden a personajes importantes de la mitología (ejemplo: Hércules).
5. Explican las diferencias principales entre poemas, teatro y prosa. Y se refieren a los elementos estructurales de los poemas (ejemplo: verso, ritmo, métrica) y teatro (ejemplo: lista de los personajes, escenarios, descripciones, diálogos, direcciones de escena), al escribir o hablar sobre un texto.



Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. Mis relativos son muy dibertidos y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- Syntax and Grammar -
 - Possessive: Casa de mi tío Kurtis / Uncle Kurtis' house



Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos **el television** y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. Mis relativos son muy dibertidos y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- Syntax and Grammar -
 - Possessive: Casa de mi tío Kurtis / Uncle Kurtis' house
 - Articles: la televisión / the television



Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos **el television** y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. **Mis relativos** son muy dibertidos y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- **Syntax and Grammar** -
 - **Possessive:** Casa de mi tío Kurtis / Uncle Kurtis' house
 - **Articles:** la televisión / the television
 - **Cognates:** Cognados falsos -False cognates
 - Relativos – Relatives
 - Embarazada – Embarrassed
 - Grocerías - Groceries



Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos **el television** y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. **Mis relativos** son muy **dibertidos** y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- **Syntax and Grammar** -
 - **Possessive:** Casa de mi tío Kurtis / Uncle Kurtis' house
 - **Articles:** la televisión / the television
 - **Cognates:** Cognados falsos -False cognates
 - Relativos – Relatives
 - Embarazada – Embarrassed
 - Grocerías – Groceries
- **Spelling/Phonology:** Dibertido to divertido – b/v rules in Spanish/ b/v rules in English



What can Carmen do in English?

Use student writing. What area of contrastive analysis would be helpful to this student



Phonology/Grammar: Articles

En español	In English
El parque	The park
La mamá	The mom
Los niños	The kids
Las	The



Four Areas of Contrastive Analysis: Part Two of the Bridge

Element and area of focus	Examples
Phonology (sound system) - Sounds that are different in the two languages. - Sounds that are similar in the two languages.	- Sound-symbol correspondence (e.g., the [k] sound: "qu" or "c" in Spanish; "c" or "k" in English) - Silent letters (e.g., "h" and "u" in Spanish; many in English) - The existence of the [tʃ] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure)	Spanish uses the initial inverted exclamation point; English does not (e.g., ¡Me encanta! – I love it!)

Resource packet
pg. 39

Take advantage and leverage the contrastive analysis charts once they are up!! Have students add to them throughout instruction.

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



Unit Theme:

- Cont
- Span
- Span
- Cont
- Sum

To plan for the Bridge...

Building Oracy, Background Knowledge: Language Comprehension

- Academic listening and speaking necessary for content instruction and literacy development

Teachers:
Instruction

**Coach, TOSA, or
Support or
Specialist:**
Classroom
Support

**School and
District Leaders:**
Systems and
Structures

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

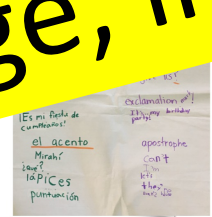
Practice the new language (includes
Listening, Speaking, Reading, and
Writing in the other language)

Bridge: Contrastive Analysis

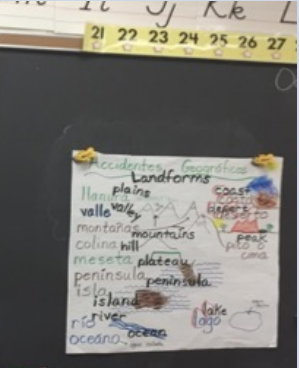
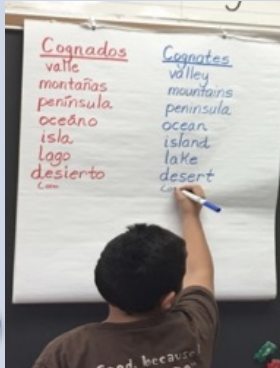
Phonology
Morphology
Syntax and grammar

Characteristics of the Bridge for Biliteracy

Therefore, to ensure successful planning and facilitation of the Bridge, in my role I can _____.



Foundational Skills and Fluency (Word Study) - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge		
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiences	Formative Assessment
Transfer - Illustration - Side by Side or As I see dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.	





Agenda:

- ✓ Welcome
- ✓ Sample Instruction:
Part 3 - the Bridge
- ✓ The Six Steps of the Bridge
- ✓ Planning for the Bridge

Institute Closure and Evaluation



Individual or Team Planning for Next Steps

Elements we have in place: Affirmations	Areas to work on: Next Steps	Other



Page 45

Institute Resource Packet

/com

Center for Teaching for Biliteracy Resources and Links

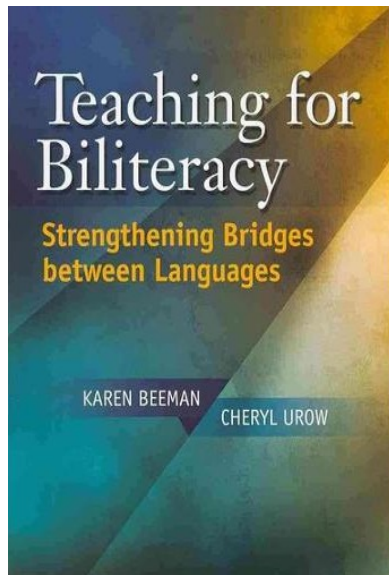
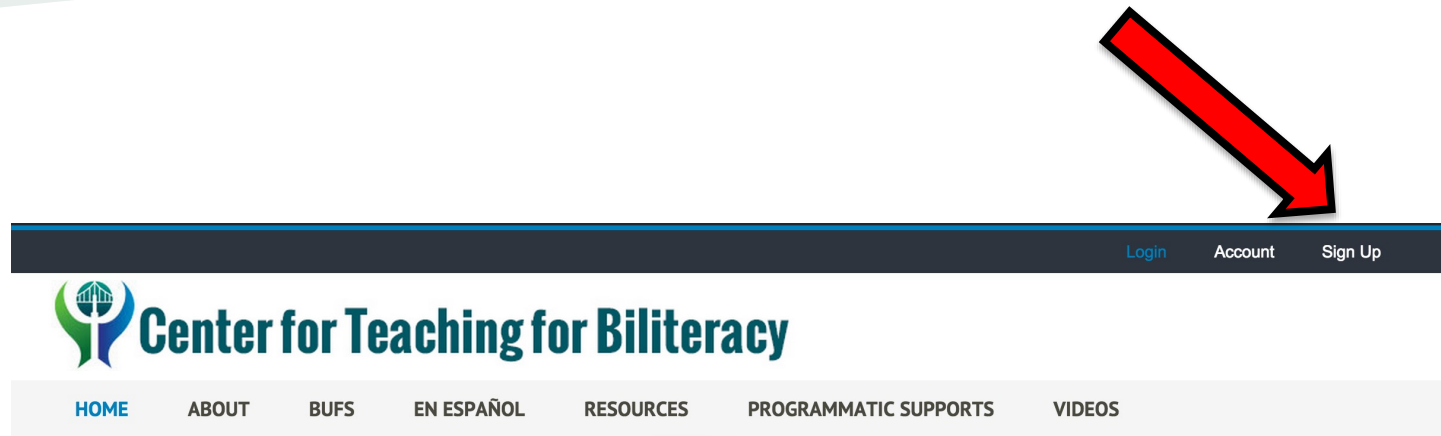
Pg. 2 of
Resource
Packet

Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies 
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 

Final Session Evaluation Form	bit.ly/3QtcW4Q 
-------------------------------	--



www.TeachingForBiliteracy.com



www.TeachingForBiliteracy.com

