

Biliteracy Summer Institute

Sample Instruction for PreK-1st Grades

Part 3: The Bridge



Center for Teaching for Biliteracy

June 23-25, 2026

Dana Baum, M.Ed.

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Teaching for Biliteracy Summer Institute Overview		
Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
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 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3: The Bridge</u> - Institute Closure
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	Lunch 12:00 pm Boxed Lunch and Dismissal
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: Oracy Instruction in preparation for content inquiry and literacy</u>	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy, and the Summative Assessment</u>	Institute Overview Page 4 Resource Packet



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Agenda:

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

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Norms –

As we look at teaching for biliteracy...

- Participate actively and interactively
- Use a growth mindset and make sure everyone has a voice
- Please keep sidebar conversations to a minimum.
- Please silence your phones.
- Use technology strategically.
- Please no videorecording of any part of the day.

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Materials for today's session



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**Teaching for Biliteracy
Summer Institute**

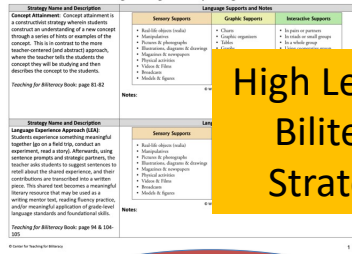
Grandview, WA
June 23-25, 2026

Presenters	Contact Information
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Dana Baumhardt	teachingforbiliteracyDB@gmail.com
Crystal Ramos	teachingforbiliteracyCR@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

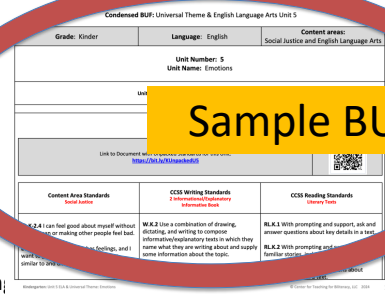
Institute Outcomes:

- 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 program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy 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 biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how programmatic systems and structures support effective biliteracy instruction.

High Leverage Biliteracy Strategies



Sample BUF



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Biliteracy Unit Framework

Unit Theme: • Content Area Standards • English Language Arts Standards • English 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 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	

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Biliteracy Unit Framework, 2nd ed

Unit Theme:

- Content Area Standards
- English Language Arts Standards
- English 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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Ask so 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

Content Area Instruction

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

Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5 Unit Name: Emotions		
Unit Essential Question: <i>How do we show emotions?</i>		
Unit Standards		
Link to Document with Unpacked Standards for this Unit: https://bit.ly/KUnpackedUS		
Content Area Standards <i>Social Justice</i>	CCSS Writing Standards <i>2 Informational/Explanatory Informative Book</i>	CCSS Reading Standards <i>Literary Texts</i>
ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. DL.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.5 With guidance and support from adults, respond to questions and suggestions	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.4 Ask and answer questions about unknown words in a text.



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Biliteracy Unit Framework (BUF)

Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5 Unit Name: Emotions		
Unit Essential Question:		
Unit S		
Link to Document with Unpacked Standards for this Unit: https://bit.ly/KUnpackedUS		
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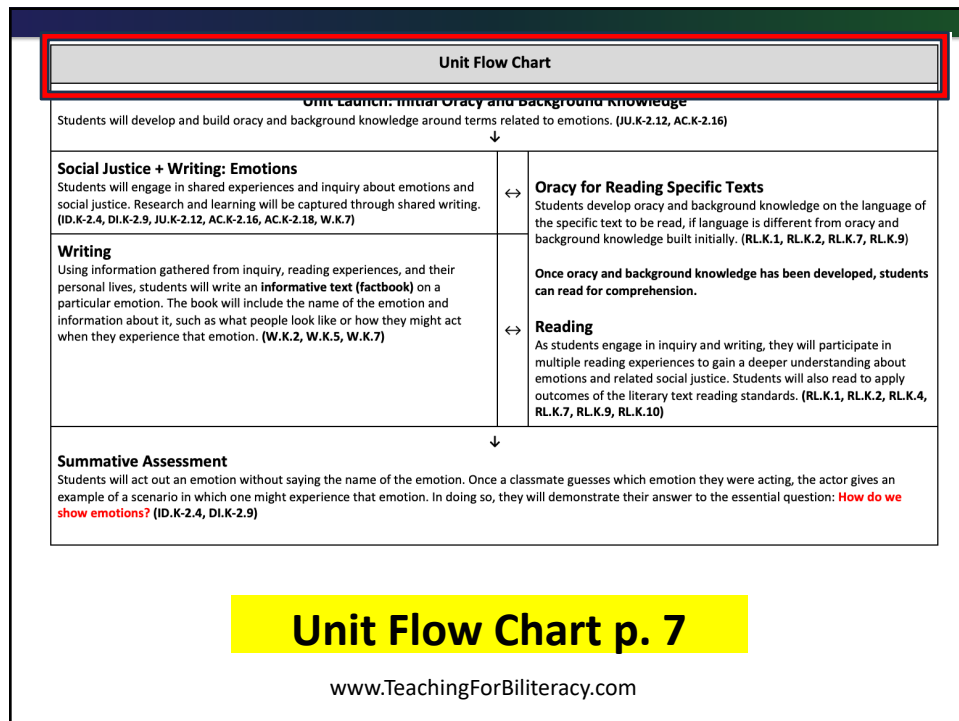


Let's look at the key elements

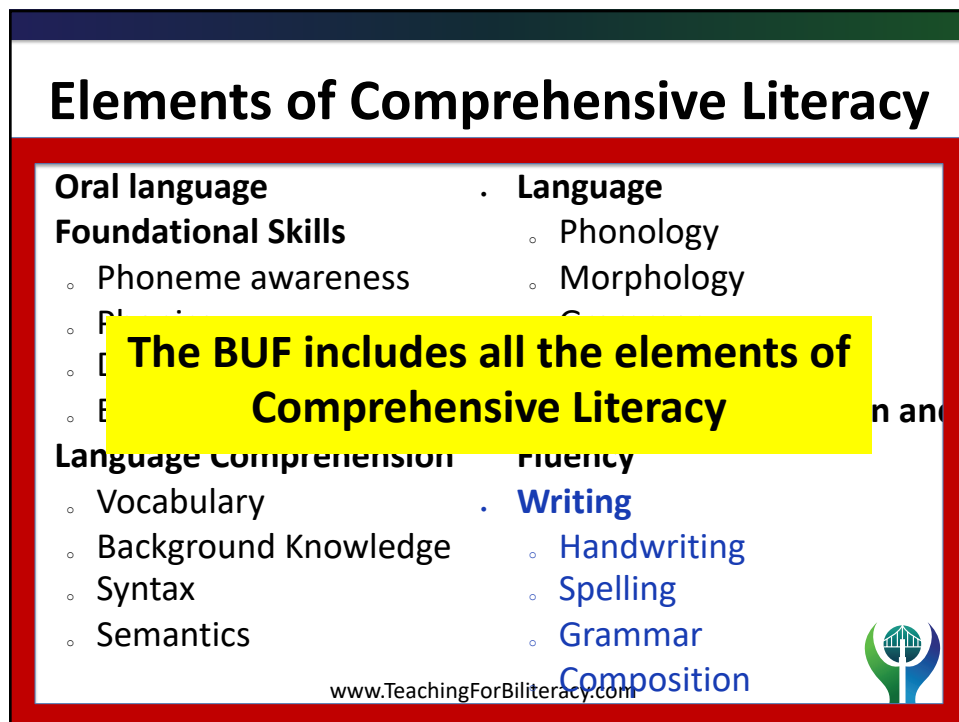
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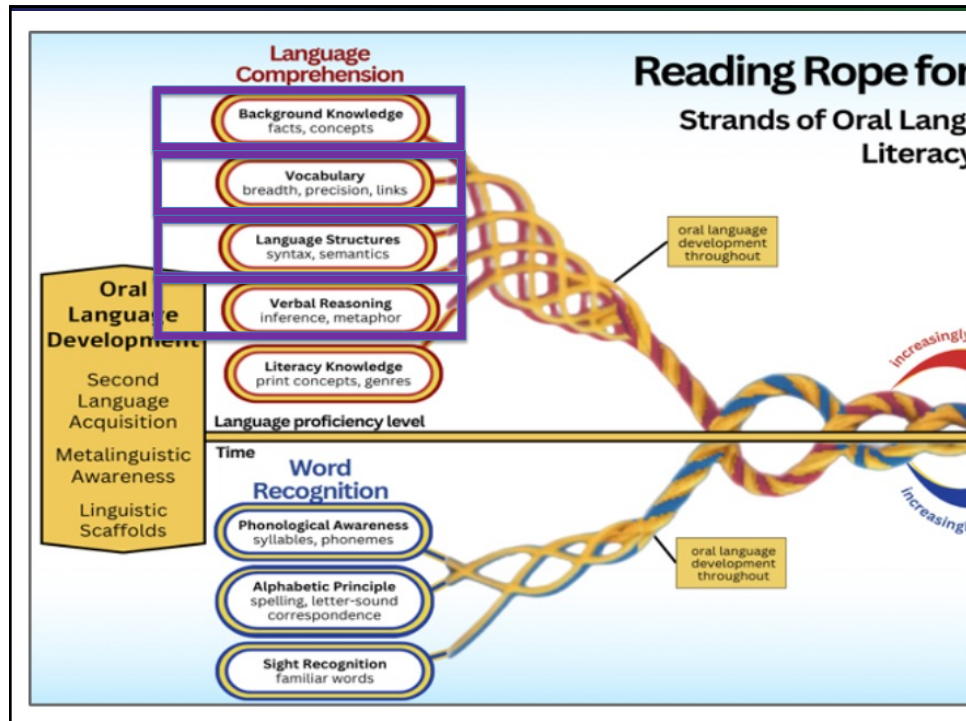
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Kindergarten EXPRESSIVE			
WIDA Expressive Language Chart for Kindergarten			
As multilingual learners work toward the end of a proficiency level, they can consistently ...			
Proficiency Level	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Kindergarten Expressive			
Level 6	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 5	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 4	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
End of Level 3	Express ideas, often relying on repeated phrases	Convey meaning primarily through sentence fragments , occasionally with full sentences	Communicate using words and phrases to relate personal experiences and classroom routines
End of Level 2	Express ideas with increased use of formulaic phrases	Convey meaning using words, phrases, or memorized chunks of language	Communicate using high-frequency words to share ideas about known situations
End of Level 1	Express ideas in isolation	Convey meaning primarily through individual words , progressing toward simple phrases	Communicate using familiar words and commands to share ideas about concrete, immediate situations

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?

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Kindergarten INTERPRETIVE

WIDA Interpretive Language Chart for Kindergarten

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

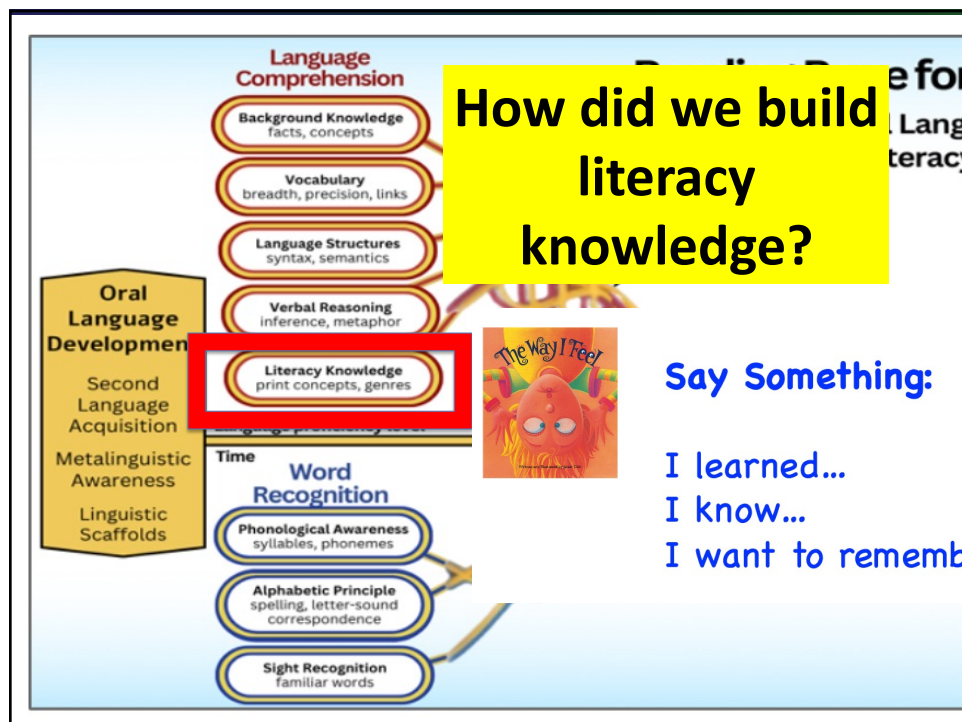
Proficiency Level Kindergarten Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Identify basic organizational patterns in ideas, examining 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 5	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 4	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
End of Level 3	Identify emerging links among ideas, recognizing how noun groups contribute to meaning	Comprehend meaning in sentence fragments , with emerging recognition of sentence patterns	Understand words and phrases when processing personal experiences and classroom routines
End of Level 2	Identify loosely related ideas, recognizing meaning through frequently used nouns	Comprehend meaning in words, phrases, or memorized chunks of language , beginning to recognize syntactic repetition	Understand high-frequency words and translanguaging strategies when processing information about known situations
End of Level 1	Identify isolated ideas, noticing meaning conveyed through single nouns or verbs	Comprehend meaning in individual words , progressing toward simple phrases	Understand familiar words and commands when processing ideas about concrete, immediate situations

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?

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FA 2 – Literacy-focused formative assessment

Formative Assessment 2: Social Justice & Writing: Emotions Anecdotal Record Chart - FOR TEACHER USE

Name:	
DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	Students will be able to ... A. Identify feelings B. Describe characteristics of feelings C. Describe feelings self has in particular situations D. Describe feelings others might have in particular situations
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Students will be able to ... E. Listen actively as new information is presented F. Follow agreed upon rules for group discussion G. Retell information from shared research H. Contribute to shared writing by verbally communicating ideas I. Contribute to shared writing by writing ideas
Foundational Skills/ Language/ Listening and Speaking Standards	J. RF.K.1a: Follow words from left to right, top to bottom, and page by page. K. RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters. L. RF.K.1c: Recognize that words are separated by spaces in print. M. RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. N. RF.K.3c: Read common high-frequency words by sight. O. SL.K.1a: Follow agreed-upon rules for discussions P. SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Q. L.K.1a: Print many upper- and lower-case letters. R. L.K.1f: Produce and expand complete sentences in shared language activities. S. L.K.2a: Capitalize the first word in a sentence and the pronoun I. T. L.K.2b: Recognize and name end punctuation. U. L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). V. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Language supports	Sensory: pictures, physical activities Graphic: sentence frames, chart Interactive: In strategic partnerships
Date:	
Date:	
Date:	

Kindergarten: Unit 5 ELA & Universal Theme: Emotions

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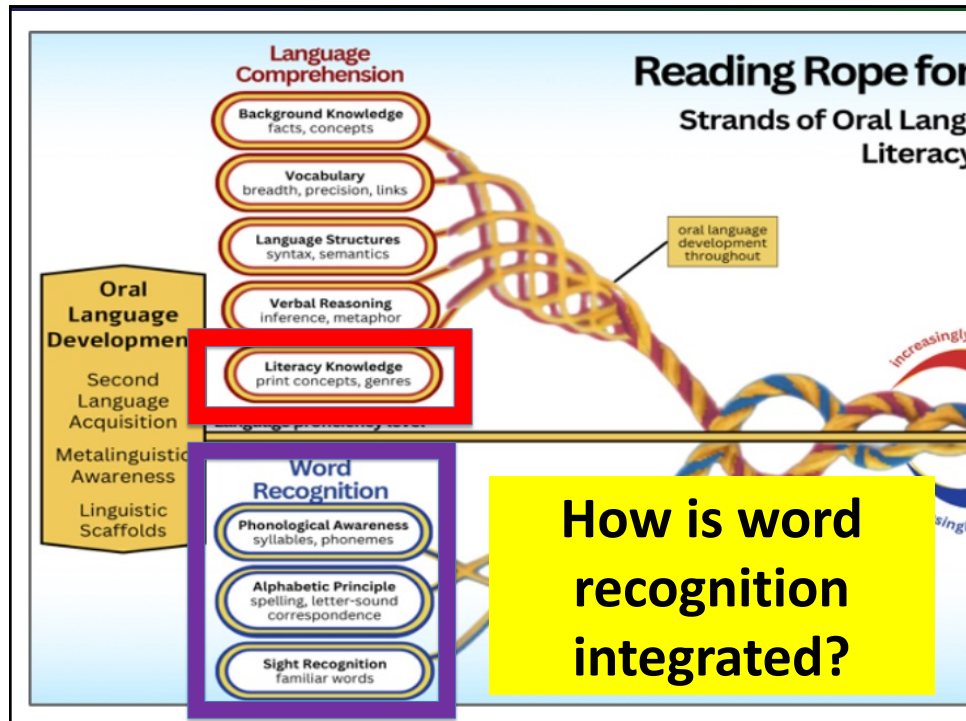


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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:45	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • SS/Science 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	
10:45 - 11:15	Intervention Block	Student Choice
11:15 – 12:00	Specials	If possible, half are offered in Spanish and half in English
12:00 – 12:45	Lunch & Recess	Student choice
12:45 – 2:00	Math in Spanish • Oracy development • Math skills and practice • Reading and writing as applied to math	SPANISH
2:00 – 3:00	English Language Arts Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • Experiences • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	ENGLISH



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short a, long a

short a	long a
a	a
happy	afraid
glad	face
sad	James
mad	

Dictation/Dictado

I	a	m	m	a	d.

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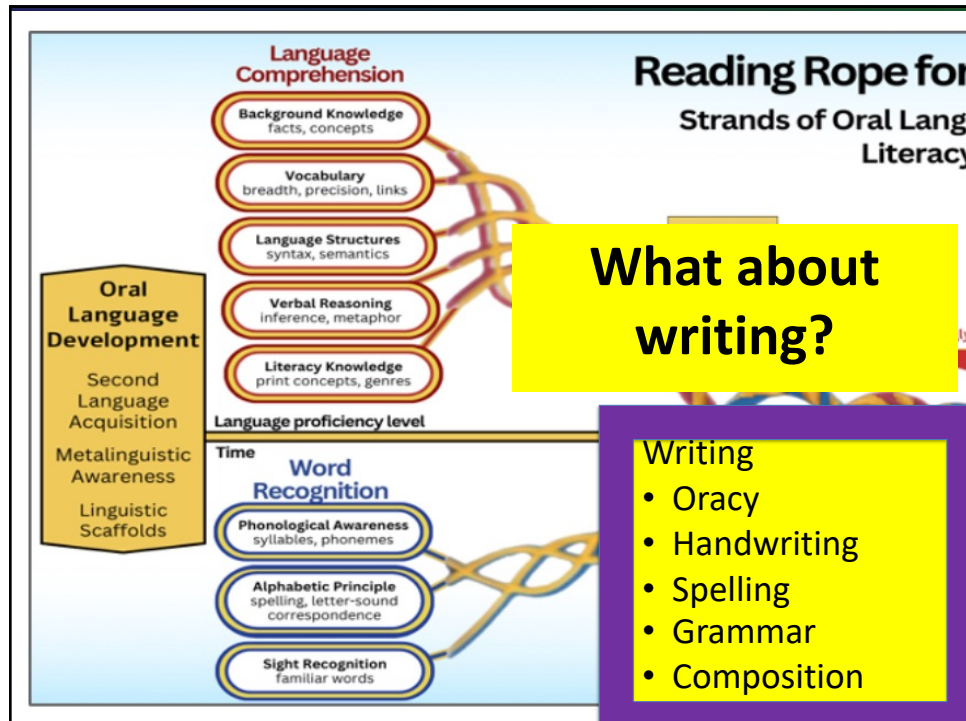


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KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS	KINDERGARTEN ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES
Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Recognize and produce rhyming words. - Count, pronounce, blend, and segment syllables in spoken words. - Blend and segment onsets and rimes of single-syllable spoken words. - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (consonant-vowel-consonant, or CVC) words.* (This does not include CVC's ending with /l/, /r/, or /x/.) - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Conciencia fonológica 2. Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). - Reconocen y producen palabras que riman. - Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas. - Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba. - Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal-consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por). - Añaden o sustituyen sonidos individuales (fonemas) en palabras simples de una sílabas para formar nuevas palabras de una o dos sílabas. (ejemplo: sal-sol; por-par; tan-pan; sal-sala; par-para; mal-malo). - Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa.



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How do you know how someone is feeling?



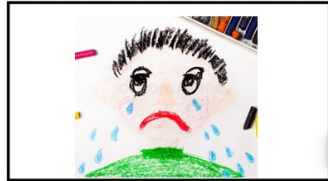
I know someone is _____ when _____.

A _____ person may _____.



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Name Sample Date _____



When I am sad my is
can cri. I can fron.

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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

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Agenda:

- ✓ Welcome
- ✓ The BUF

Sample Instruction: Part 3 - the Bridge

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

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Biliteracy Unit Framework

Unit Theme: - Content Area Standards - English Language Arts Standards - English 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 behaviors.		
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy 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

This is what we will experience today!

Formative Assessment

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Formative Assessment

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.

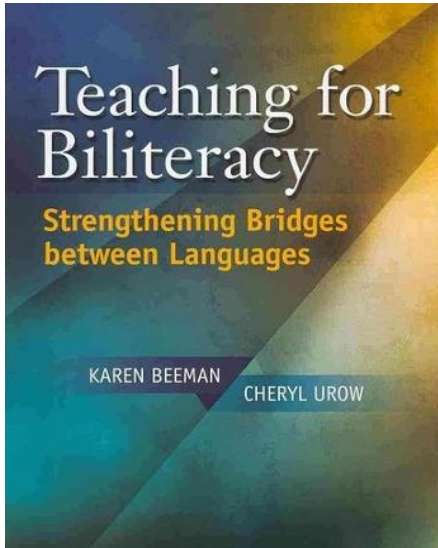
Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

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Chapter 10

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**We take a systems approach to
teaching for biliteracy
where ALL stakeholders play a
critical role
and all structures work together
to support instruction that
ensures ALL students meet the
goals of the program.**

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Teachers	Coaches, TOSAs, & Specialist	School & District Leaders
<u>Instruction</u> • Strategies • Supports • Grouping Styles • Differentiation • Integration and unit flow • Classroom organization • Increase in rigor • Assessment and data use	<u>Classroom Support</u> • Using the context of the unit to support students • Co-teaching and modeling instruction • Planning for instruction • Professional development • Assessment and data use © Center for Teaching for Biliteracy	<u>Structures</u> • Learning environment • Biliteracy Schedules • Pacing • Unit flow & rigor • Planning • Collaboration • Language development • Goals for PD • Collecting and using assessment data

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Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			Formative Assessment
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Strategic Pairing and Grouping



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

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Where do you fall in Spanish?

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	
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	Level 6 Reaching
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.

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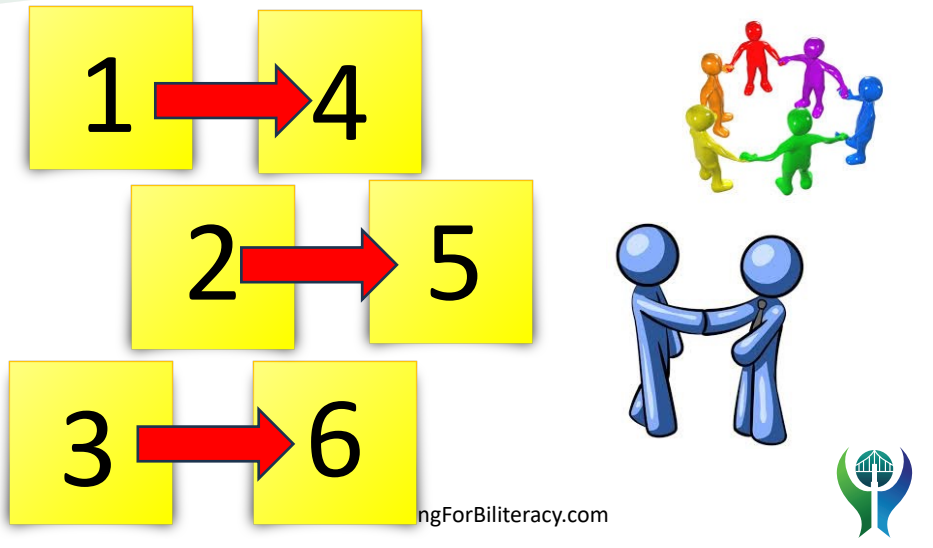
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WIDA Level Descriptors for our Self-Assessment

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

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Strategic Pairing In the Classroom



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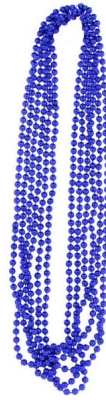
Language Use Norms

- 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.**

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Marking the Language of Instruction



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The Events



MY DAY

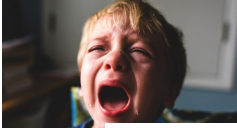
7:00	8:00	2:30	3:00	3:15
4:00	5:00	5:30	6:00	8:30

The Emotions

happy



sad



excited



mad



scared



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Our face

and **body** can show our **emotion**.

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MY DAY

7:00	Wake Up	4:00	TV Time
8:00	School	5:00	Outside Play
2:30	Field Trip	5:30	Set Table
3:00	Snack	6:00	Dinner
3:15	Homework	8:30	Bed Time

Different events may cause our emotions to change.

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The Bridge Transfer Chart

English	picture/foto	
The emotions		
The events		
happy		
sad		
excited		
scared		
mad		

Step 2



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Now during the Spanish portion of the day....

Step 3

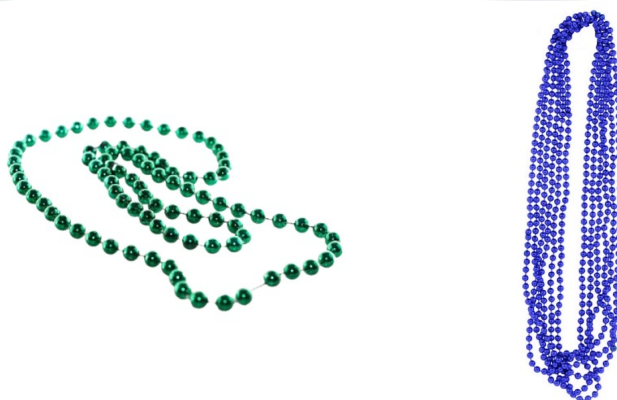


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Mark the Bridge



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Los acontecimientos

Las emociones

feliz

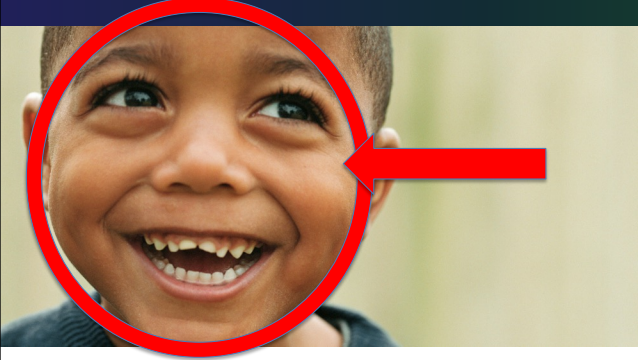
triste

emocionado/a

enojado/a

asustado/a

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La cara

y el cuerpo pueden mostrar las emociones.



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MY DAY			
7:00	Wake Up	4:00	TV Time
8:00	School	5:00	Outside Play
2:30	Field Trip	5:30	Set Table
3:00	Snack	6:00	Dinner
3:15	Homework	8:30	Bed Time



Los acontecimientos diferentes pueden hacer que cambien las emociones.

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Side-by-side Bridge

English	picture/foto	Español
The emotions		las emociones
The events		los acontecimientos
happy		feliz
sad		triste
excited		emocionado/a
scared		asustado/a
mad		enojado/a

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Step 4



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Contrastive Analysis: Syntax and Grammar

English	Español
The emotions	Las emociones
The face	La cara
The events	Los acontecimientos
The body	El cuerpo

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Step 5



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Contrastive Analysis: Pragmatics

Spanish has gender

Girl/Niña		Boy/Niño	
English	Español	English	Español
I'm excited!	¡Estoy emocionada!	I'm excited!	¡Estoy emocionado!
I feel scared.	Me siento asustada.	I feel scared.	Me siento asustado.

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El perro se siente _____.

El niño se siente _____.

El niño y el perro se sienten _____.

Elige la aventura:

Los estudiantes seleccionan los acontecimientos del cuento de un sombrero y luego deciden cómo se sentirá el personaje. Después actúan el cuento.

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Step 6



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Resource
packet p. 40

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 |
| | |
| | Analysis |
| | Bridge for Transfer: Practice |

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



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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?

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Agenda:

- ✓ Welcome
- ✓ The BUF
- ✓ Sample Instruction:

Part 3 - the Bridge

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

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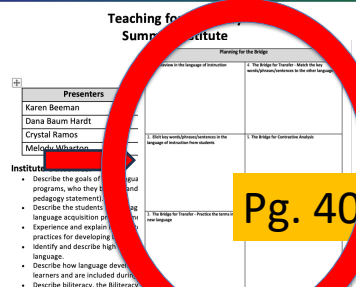


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Materials for today's session



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Institute
Resource
Packet

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Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5		
Unit Name: Emotions		
Unit Essential Question: <i>How do we show emotions?</i>		
Unit Standards		
Link to Document with Unpacked Standards for this Unit: https://tiny.cc/m3wackd3		
Content Area Standards Kindergarten OA.A.2.4 I can feel good about myself without being mean or making other people feel bad. OA.A.2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	CCSS Writing Standards 2 (Informative/explanatory texts) W.A.2.4 I can feel good about myself without being mean or making other people feel bad. W.A.2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	CCSS Reading Standards Language Arts R.A.2.1 With prompting and support, ask and answer questions about key details in a text. R.A.2.2 With prompting and support, recall particular details, including key details. R.A.2.4 Ask and answer questions about unknown words in a text.

Sample BUF



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What did we do during the Bridge?

Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standards • Content and Literacy Bridges		
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.	• Inquiry • Investigations • Experiments • Experiences	e Assessment
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.

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These steps are a framework to use for planning.

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



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Planning for the Bridge

p. 40

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	6. The Bridge for Transfer: Practice

Kindergarten Social Justice/ELA Unit 5: Emotions
Planning for the Bridge from English to Spanish

1. Review in the language of instruction

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

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

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

5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice



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

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The Events

The Emotions

Step 1

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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	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	6. The Bridge for Transfer: Practice

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The Bridge																																																
Bridge Transfer Side by Side with pictures	Bridge: Transfer Practice (includes Listening, Reading, and Speaking)	Bridge: Contrastive Analysis																																														
Step 1: In English, review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have been changed and/or lengthened). a partner the important words they learned throughout the unit. - Elicit and list the important words that students generate in blue on the left of a t-chart. Step 3: In Spanish, engage in the same TPR. Step 4: Once students have engaged in the TPR to the point that oracy has been built in Spanish and students have the academic language in Spanish, the teacher leads the students in adding the Spanish equivalent to the t-chart in green. Anticipated Bridge Transfer Chart: <table border="1"> <thead> <tr> <th>English</th> <th>Picture</th> <th>Español</th> </tr> </thead> <tbody> <tr> <td>The emotions</td> <td></td> <td>Las emociones</td> </tr> <tr> <td>happy</td> <td></td> <td>feliz</td> </tr> <tr> <td>sad</td> <td></td> <td>triste</td> </tr> <tr> <td>mad</td> <td></td> <td>enojado/a</td> </tr> <tr> <td>excited</td> <td></td> <td>emocionado/a</td> </tr> <tr> <td>scared</td> <td></td> <td>asustado/a</td> </tr> <tr> <td>confused</td> <td></td> <td>confundido/a</td> </tr> <tr> <td>I feel...</td> <td></td> <td>Me siento...</td> </tr> <tr> <td>The face</td> <td></td> <td>La cara</td> </tr> <tr> <td>The body</td> <td></td> <td>El cuerpo</td> </tr> <tr> <td>The events</td> <td></td> <td>Los acontecimientos</td> </tr> </tbody> </table>	English	Picture	Español	The emotions		Las emociones	happy		feliz	sad		triste	mad		enojado/a	excited		emocionado/a	scared		asustado/a	confused		confundido/a	I feel...		Me siento...	The face		La cara	The body		El cuerpo	The events		Los acontecimientos	Step 1 After sufficient acquisition of vocabulary in Spanish, the class writes, reads, and acts out a collaborative "Choose Your Adventure" story. The teacher writes 5-6 potential events in Spanish and puts them in a hat. Student volunteers choose the event blindly to decide upon the order. <i>For example:</i> - El perro encuentra un hueso durante la caminata. - El niño no puede encontrar a su perro. - El perro no puede encontrar a su dueño. - El perro y el niño se abrazan. - El niño se cae durante la caminata. After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames can be provided: El niño se siente ____. El perro se siente ____. El perro y el niño se sienten ____. The teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event and	Step 5: While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. - Syntax and grammar - Articles in both English and Spanish. <table border="1"> <thead> <tr> <th>English</th> <th>Español</th> </tr> </thead> <tbody> <tr> <td>The emotions</td> <td>Las emociones</td> </tr> <tr> <td>The face</td> <td>La cara</td> </tr> <tr> <td>The events</td> <td>Los acontecimientos</td> </tr> <tr> <td>The body</td> <td>El cuerpo</td> </tr> </tbody> </table> L.K.1 g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas). or - Pragmatics – Some descriptions in Spanish change the last letter based on gender: If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada." If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."	English	Español	The emotions	Las emociones	The face	La cara	The events	Los acontecimientos	The body	El cuerpo
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happy		feliz																																														
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Sample BUF p. 17

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:30	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... - Oracy - SS/Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills & Language Comprehension (Word Study) - Independent Practice	SPANISH
10:30 - 11:00	Intervention Block	Language identified by the teacher(s) and based on student need.
11:00 – 12:00	Specials	If possible, half are offered in Spanish and half in English - by teacher
12:00 – 12:45	Lunch	Student choice
12:45 – 2:00	Math in Spanish - Oracy development - Math skills and practice - Reading and writing as applied to math	SPANISH
2:00 – 3:00	Step 1 Start new ELA/Universal Theme unit	
		ENGLISH

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**The Bridge - Step 2:
Elicit key
words/phrases/sentences
in the language of
instruction from students**

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English	picture/foto
The emotions	
The events	
happy	
sad	
excited	
scared	
mad	

Step 2

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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	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	6. The Bridge for Transfer: Practice

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The Bridge												
Bridge Transfer Side by Side with pictures Steps 1, 2, 3, 4: Step 1: In English, review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have been changed and/or re-generated). Step 2: In English, ask students to discuss with a partner the important words they learned throughout the unit. - generate in blue on the left or a t-chart. Step 3: In Spanish, engage in the same TPR. Step 4: Once students have engaged in the TPR to the point that oracy has been built in Spanish and students have the academic language in Spanish, the teacher leads the students in adding the Spanish equivalent to the t-chart in green.	Bridge: Transfer Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6: Students practice the TPR in Spanish for listening and... collaborative "Choose Your Adventure" story. The teacher writes 5-6 potential events in Spanish and puts them in a hat. Student volunteers choose the event blindly to decide upon the order. For example: - El perro encuentra un hueso durante la caminata. - El niño no puede encontrar a su perro. - El perro no puede encontrar a su dueño. - El perro y el niño se abrazan. - El niño se cae durante la caminata. After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames can be provided: - El niño se siente _____. - El perro se siente _____. - El perro y el niño se sienten _____. The teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event and reaction is added. The class then reads the whole story and acts it out.	Bridge: Contrastive Analysis Step 5: While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. - Syntax and grammar - Articles in both English and Spanish. <table border="1"> <thead> <tr> <th>English</th> <th>Español</th> </tr> </thead> <tbody> <tr> <td>The emotions</td> <td>Las emociones</td> </tr> <tr> <td>The face</td> <td>La cara</td> </tr> <tr> <td>The events</td> <td>Los acontecimientos</td> </tr> <tr> <td>The body</td> <td>El cuerpo</td> </tr> </tbody> </table> L.K.1 g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas). or - Pragmatics – Some descriptions in Spanish change the last letter based on gender: - If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada." - If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."	English	Español	The emotions	Las emociones	The face	La cara	The events	Los acontecimientos	The body	El cuerpo
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The Bridge - Step 3: The Bridge for Transfer – Practice the Terms in the New Language

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Step 3

English	picture/foto	Español
The emotions		
The events		
happy		
sad		
excited		
scared		
mad		

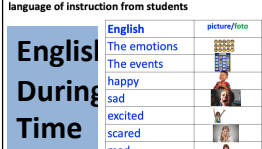
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The Bridge - Step 3:

- 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		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		6. The Bridge for Transfer: Practice	

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The Bridge																																																
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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
The next day...	Step 3	SPANISH
	Continue with SS/SLA or Sci/SLA unit	
10:30 – 11:00	Intervention Block	Language identified by the teacher(s) and based on student need.
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12:45 – 2:00	Math in Spanish • Oracy development • Math skills and practice • Reading and writing as applied to math	SPANISH
2:00 – 3:00	Steps 1-2	ENGLISH
	Start new ELA/Universal Theme unit	

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

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Step 4

English	Picture	Español
The emotions		Las emociones
happy		feliz
sad		triste
mad		enojado/a
excited		emocionado/a
scared		asustado/a
confused		confundido/a
I feel...		Me siento...
The face		La cara
The body		El cuerpo

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The Bridge -

Step 4:

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

Planning for the Bridge

1. Review in the language of instruction

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

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

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

5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice

English During Time

Spanish During Time

English

The emotions
happy
sad
mad
excited
scared
confused
I feel...
The face
The body

Español

Las emociones
feliz
triste
enojado/a
emocionado/a
asustado/a
confundido/a
Me siento...
La cara
El cuerpo

Los eventos

happy
sad
mad
excited
scared
confused
I feel...
The face
The body

Las emociones

emocionado/a
enojado/a
asustado/a

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
The next day...	Steps 3-4 Continue with SS/SLA or Sci/SLA unit	SPANISH
10:30 – 11:00	Intervention Block	Language identified by the teacher(s) and based on student need.
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12:00 – 12:45	Lunch	Student choice
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2:00 – 3:00	Steps 1-2 Start new ELA/Universal Theme unit	ENGLISH

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Bridge Transfer
Side by Side with pictures
Steps 1, 2, 3, 4:

- Step 1:** In English, review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have been changed and/or lengthened).
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Anticipated Bridge Transfer Chart:

English	Picture	Español
The emotions		Las emociones
happy		feliz
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I feel...		Me siento...
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The body		El cuerpo
The events		Los acontecimientos

The Bridge

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

Students practice the TPR in Spanish for listening and speaking.

After sufficient acquisition of vocabulary in Spanish, the class writes, reads, and acts out a collaborative "Choose Your Adventure" story. The teacher writes 5-6 potential events in Spanish and puts them in a hat. Student volunteers choose the event blindly to decide upon the next event.

Example:

- El perro encuen...
- caminata...
- El niño...
- El perro...
- El niño...

After the event is chosen, the teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event and action is added. The class then reads the whole story and acts it out.

Bridge: Contrastive Analysis
Step 5:

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

- Syntax and grammar
- Articles in both English and Spanish.

English	Español
The emotions	Las emociones
	La cara
	Los acontecimientos
	El cuerpo

Los artículos determinados e...
do la concordancia de...
el sustantivo (ejemplo:
mesa, las sillas, un niño,
unas niñas).

- Pragmatics – Some descriptions in Spanish change the last letter based on gender:
If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada."
If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."

Steps 1-4

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The Bridge - Step 5: The Bridge for Contrastive Analysis

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the

El
La
Los
Las

English	Español
The emotions	Las emociones
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Step 5

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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

- Review in the language of instruction
- Elicit key words/phrases/sentences in the language of instruction from students
- The Bridge for Transfer - Practice the terms in the new language

Planning for the Bridge

- The Bridge for Transfer - Match the key words/phrases/sentences to the other language
- The Bridge for Contrastive Analysis
- The Bridge for Transfer: Practice

English During Time



Events

- happy
- excited
- scared

Emotions

- happy
- sad
- excited
- mad
- scared

Spanish During Time

English	Picture	Spanish
The emotions		Las emociones
happy		feliz
sad		triste
mad		enojado/a
excited		emocionado/a
scared		asustado/a
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I feel...		Me siento...
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English During Time

English

The emotions

The events

happy

sad

excited

scared

mad

Spanish Teacher or

English

The emotions

The face

The events

The body

Spanish During Time



Los eventos

- happy
- excited
- scared

Las emociones

- happy
- triste
- emocionado/a
- enojado/a
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Spanish Teacher or

English

The emotions

The face

The events

The body



The Bridge

Bridge Transfer
Side by Side with pictures
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Step 5

Bridge: Transfer Practice (includes Listening, Speaking, Reading, and Writing in the other language)
Step 5:

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Students practice reading and speaking.

After sufficient acquisition of vocabulary in Spanish, the class writes, reads, and acts out a collaborative "Choose Your Adventure" story. teacher writes 5-6 potential events in Spanish puts them in a hat. Student volunteers choose event blindly to decide upon the order.

For example:

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After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames be provided:

El niño se siente ____.
El perro se siente ____.
El perro y el niño se sienten ____.

The teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event reaction is added. The class then reads the whole story and acts it out.

Bridge: Contrastive Analysis

Step 5:

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

- Syntax and grammar

Articles in both English and Spanish.

English	Español
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12:45 – 2:00	Math in Spanish • Oracy development • Math skills and practice • Reading and writing as applied to math	SPANISH
2:00 – 3:00	Steps 1-2 Start new ELA/Universal Theme unit	ENGLISH

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

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Elige la aventura:

Los estudiantes seleccionan los acontecimientos del cuento de un sombrero y luego deciden cómo se sentirá el personaje. Después actúan el cuento.

El perro se siente _____.

El niño se siente _____.

El niño y el perro se sienten _____.

Step 6



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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

- Review in the language of instruction
- Elicit key words/phrases/sentences in the language of instruction from students

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

English During Time

Events	Emotions
	
	
	
	
	

Spanish During Time

English	Español
The emotions	Las emociones
happy	feliz
sad	triste
mad	enojado/a
excited	emocionado/a
scared	asustado/a
confused	confundido/a
I feel...	Me siento...
The face	La cara
The body	El cuerpo

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

The Bridge for Contrastive Analysis

English During Time

English	Picture/Photo
The emotions	
The events	
happy	
sad	
excited	
scared	
mad	

Spanish Teacher or During Time

English	Español
The emotions	Las emociones
The face	La cara
The events	Los acontecimientos
The body	El cuerpo

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

The Bridge for Transfer: Practice

Spanish During Time

Los eventos	Las emociones
	
	
	
	
	

Spanish During Time



el perro se siente

El niño se siente

El niño y el perro se sienten

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Step 6

Bridge Transfer Side by Side with pictures Steps 1, 2, 3, 4:	Bridge: Transfer Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6:	Contrastive Analysis Step 5:																																														
Step 1: In English, review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have been changed and/or lengthened). Step 2: In English, ask students to discuss with a partner the important words they learned throughout the unit. - Elicit and list the important words that students generate in blue on the left of a t-chart. Step 3: In Spanish, engage in the same TPR. Step 4: Once students have engaged in the TPR to the point that oracy has been built in Spanish and students have the academic language in Spanish, the teacher leads the students in adding the Spanish equivalent to the t-chart in green. Anticipated Bridge Transfer Chart: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>English</th> <th>Picture</th> <th>Español</th> </tr> </thead> <tbody> <tr><td>The emotions</td><td></td><td>Las emociones</td></tr> <tr><td>happy</td><td></td><td>feliz</td></tr> <tr><td>sad</td><td></td><td>triste</td></tr> <tr><td>mad</td><td></td><td>enojado/a</td></tr> <tr><td>excited</td><td></td><td>emocionado/a</td></tr> <tr><td>scared</td><td></td><td>asustado/a</td></tr> <tr><td>confused</td><td></td><td>confundido/a</td></tr> <tr><td>I feel...</td><td></td><td>Me siento...</td></tr> <tr><td>The face</td><td></td><td>La cara</td></tr> <tr><td>The body</td><td></td><td>El cuerpo</td></tr> <tr><td>The events</td><td></td><td>Los acontecimientos</td></tr> </tbody> </table>	English	Picture	Español	The emotions		Las emociones	happy		feliz	sad		triste	mad		enojado/a	excited		emocionado/a	scared		asustado/a	confused		confundido/a	I feel...		Me siento...	The face		La cara	The body		El cuerpo	The events		Los acontecimientos	Step 6: Students practice the TPR in Spanish for listening and speaking. After sufficient acquisition of vocabulary in Spanish, the class writes, reads, and acts out a collaborative "Choose Your Adventure" story. The teacher writes 5-6 potential events in Spanish and puts them in a hat. Student volunteers choose the event blindly to decide upon the order. <i>For example:</i> - El perro encuentra un hueso durante la caminata. - El niño no puede encontrar a su perro. - El perro no puede encontrar a su dueño. - El perro y el niño se abrazan. - El niño se cae durante la caminata. After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames can be provided: <i>El niño se siente ____.</i> <i>El perro se siente ____.</i> <i>El perro y el niño se sienten ____.</i> The teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event and reaction is added. The class then reads the whole	Step 5: While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax and grammar Articles in both English and Spanish. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>English</th> <th>Español</th> </tr> </thead> <tbody> <tr><td>The emotions</td><td>Las emociones</td></tr> <tr><td>The face</td><td>La cara</td></tr> <tr><td>The events</td><td>Los acontecimientos</td></tr> <tr><td>The body</td><td>El cuerpo</td></tr> </tbody> </table> e.g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, los niños, una niña, unas niñas). or Pragmatics – Some descriptions in Spanish change the last letter based on gender: If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada." If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."	English	Español	The emotions	Las emociones	The face	La cara	The events	Los acontecimientos	The body	El cuerpo
English	Picture	Español																																														
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The body	El cuerpo																																															

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Sample Bilingual Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
The next day...	Steps 3-6	SPANISH
	Continue with SS/SLA or Sci/SLA unit	
10:30 – 11:00	Intervention Block	Language identified by the teacher(s) and based on student need.
11:00 – 12:00	Specials	If possible, half are offered in Spanish and half in English - by teacher
12:00 – 12:45	Lunch	Student choice
12:45 – 2:00	Math in Spanish • Oracy development • Math skills and practice • Reading and writing as applied to math	SPANISH
2:00 – 3:00	Steps 1-2	ENGLISH
	Start new ELA/Universal Theme unit	

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English to Spanish Bridge

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



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Spanish to English Bridge

1. Review in the language of instruction Spanish Teacher or During Spanish Time	4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language English Teacher or During English Time
2. Elicit key words/phrases/sentences in the language of instruction from students Spanish Teacher or During Spanish Time	5. The Bridge for Contrastive Analysis English Teacher or During English Time
3. The Bridge for Transfer - Practice the terms in the new language English Teacher or During English Time	6. The Bridge for Transfer: Practice English Teacher or During English Time

Bridge Steps at the conclusion of a **Spanish** Unit of Instruction



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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:30	Steps 1-2 Start new SS/SLA unit or Sci/SLA unit	SPANISH
	Intervention Block	Language identified by the teacher(s) and based on student need.
	Specials	If possible, half are offered in Spanish and half in English - by teacher
	Lunch	Student choice
12:45 – 2:00	Math in Spanish - Oracy development - Math skills and practice - Reading and writing as applied to math	SPANISH
2:00 – 3:00	Steps 3-6 Continue ELA/ Universal Theme unit	ENGLISH

Bridge
from
Spanish
to English

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The Bridge in a **Two Teacher** Model:
One English Teacher
One Non-English Teacher
(Spanish, Vietnamese
or Mandarin)

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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.

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The Bridge in a two-teacher model –
From the Spanish Medium Teacher's perspective at the end of a Spanish Unit

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
	Steps 1-2 Start a new Science/SLA unit
2:25-3:10	Specials

Group A

Group B

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The Bridge in a two-teacher model –
From the English Medium Teacher's perspective at the end of a Spanish unit

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 – 11:15	Group B
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	Group A
	Specials

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The Bridge in PreK/TK Happens at the END of the Unit

Unit Theme:		
• Early Learning Standards • English Language Development Standards • Content and Literacy Big Ideas		Language, Content and Literacy Outcomes Formative Assessments Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity to initiate the theme/unit • Vocabulary Development – naturally introduced as part of the experience		Formative Assessment
Whole Group activity: Read Alouds, Shared Writing, • Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)		
Centers: Guided Play (changes based on the theme): • Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc. • Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) • Skills: problem solving, role playing etc.		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer Practice - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	



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Puente

**Only a
Transfer
Chart is
created**

Jugar con amigos	Playing with friends
mi turno	my turn
tu turno	your turn
compartir	share
tomar turnos	take turns



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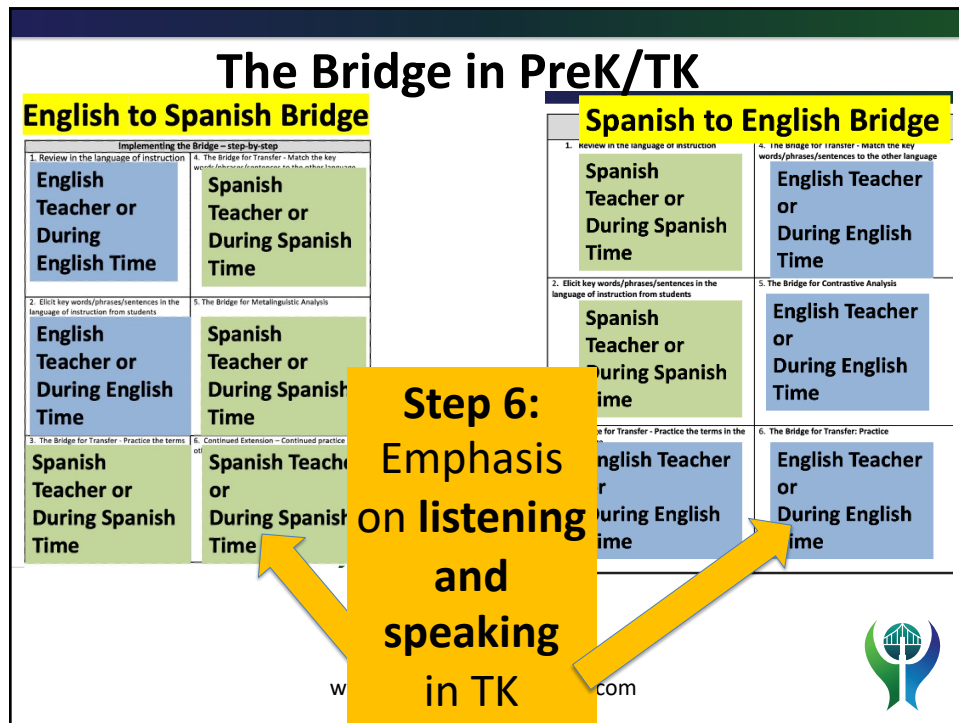
PreK/TK Contrastive Analysis



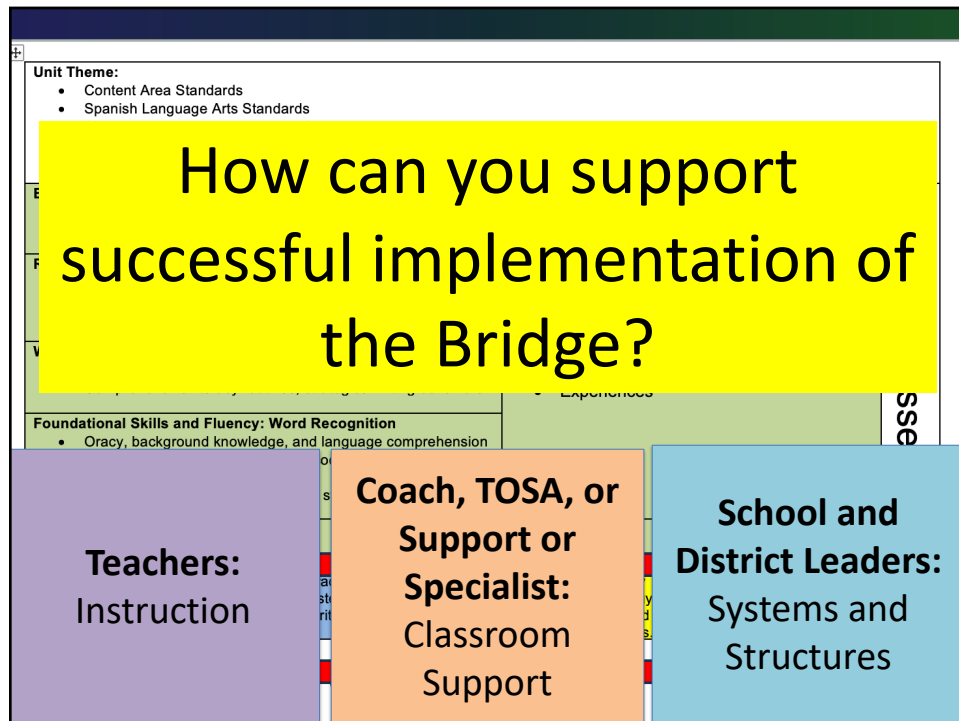
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Agenda:

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

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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, 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.	Content Area Instruction		What is the Bridge?		
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					
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 Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences		
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.					
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Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences					

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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.

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What is the Bridge?

Illustration	Side-by-Side	Así se dice

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"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

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Bridging – An Example

$f = f$

f = f, ph
gráfico = graph

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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.
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Resource
Packet

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Three Types of Bridge Transfer Charts

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Three Types of Bridge Transfer Charts

	Side-by-Side	

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Three Types of Bridge Transfer Charts

Side-by-Side

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

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Three Types of Bridge Transfer Charts

Side-by-Side

*Título	title
escenario	Setting
Personajes	Characters
Secuencia	Sequence
eventos	events
Primero	first
luego	next, then
al final	finally
problema	problem
solución	solution

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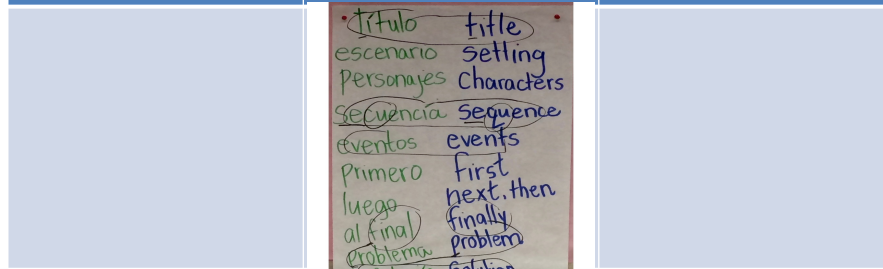


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Three Types of Bridge Transfer Charts

Illustration

Side-by-Side



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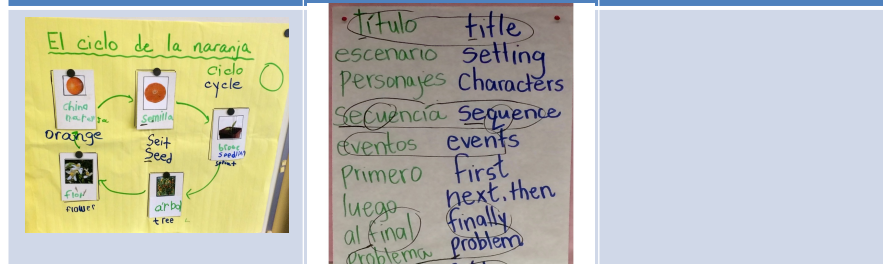


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Three Types of Bridge Transfer Charts

Illustration

Side-by-Side



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Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

• título title
escenario setting
Personajes Characters
Secuencia Sequence
eventos events
Primero First
luego next, then
al final finally
problema problem
solución solution

Así-se-Dice

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Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

• título title
escenario setting
Personajes Characters
Secuencia Sequence
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 hielo de Sushita. Cuando el hielo se derrite el agua se convierte en forma líquida. Luego cuando el sol calienta la tierra, el agua se convierte en forma de 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 found in Sushita. When the ice melts the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.

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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., ¡Me encanta! – I love it!) Articles have gender in Spanish but not in English (e.g., el título – the title; la revolución – the revolution) In Spanish accents change the meaning of words (e.g., el Papa vive en Roma; la papa es deliciosa; mi papá es muy trabajador) Spanish has many reflexive verbs; English has few (e.g., Se me cayó) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g., ¡Voy!) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – la casa de mi abuela) Questions about age avoid the word "old" in Spanish because it has negative connotations (¿Cuántos años tienes?) Figurative language from English is translated directly into Spanish: Estoy encerrado afuera (I am locked out) rather than Me quedé afuera. Spanish constructs are used during English (e.g. Mis padres ganan mucho dinero. My fathers win lots of money).
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 (¿Cuántos años tienes?) Figurative language from English is translated directly into Spanish: Estoy encerrado afuera (I am locked out) rather than Me quedé afuera. Spanish constructs are used during English (e.g. Mis padres ganan mucho dinero. My fathers win lots of money).

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

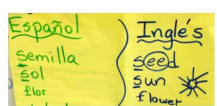
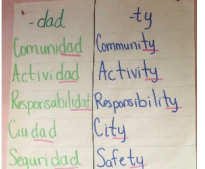
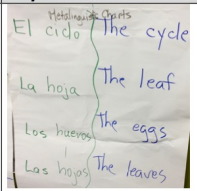
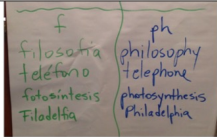
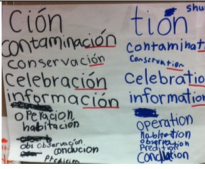
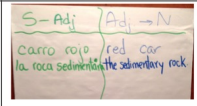
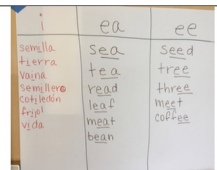
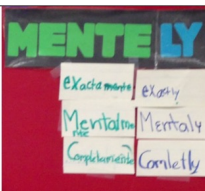
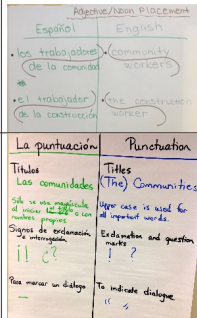
Four Areas of Contrastive Analysis

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

Phonology	Morphology	Syntax and Grammar
		
		
		

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Phonological Awareness	Conciencia fonológica
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (consonant-vowel-consonant, or CVC) words.* (This does not include CVC's ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	2. Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). a. Reconocen y producen palabras que riman. b. Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas. c. Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba. d. Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal-consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por). e. Añaden o sustituyen sonidos individuales (fonemas) en palabras simples de una sílaba para formar nuevas palabras de una o dos sílabas. (ejemplo: sal-sol; por-par; tan-pan; sal-sala; par-para; mal-malo). f. Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa.
	Acentuación
	g. Separan y cuentan oralmente las sílabas de una palabra. h. En palabras multisilábicas señalan la sílaba sobre la cual recae el énfasis de la voz (acento tónico).

Kindergarten: CCSS for Language Arts – Foundational Skills



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f. Produce and expand complete sentences in shared language activities.	f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración. b. Reconocen y nombran la puntuación final. c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos. d. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.
	Acentuación
	e. Reconocen el acento escrito (acento ortográfico) en palabras sencillas y ya conocidas (mamá, papá, José).
	Conocimiento del lenguaje
3. (Begins in grade 2)	3. (Se inicia en el 2do grado)
	Adquisición y uso de vocabulario
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	4. Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la lectura y el contenido

Kindergarten: CCSS for Language Arts – Language Standards



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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.

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What area of Contrastive Analysis would help David?

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

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Christmas por David

What area of contrastive analysis would help this student?

Vamos a mi tío Kurtis's casa. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. También 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.

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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

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Christmas por David

What area of contrastive analysis would help this student?

Vamos a mi tío Kurtis's casa. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. También 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.

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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

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Christmas por David

What area of contrastive analysis would help this student?

Vamos a mi tío Kurtis's casa. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. También 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.

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What area of Contrastive Analysis would help David?

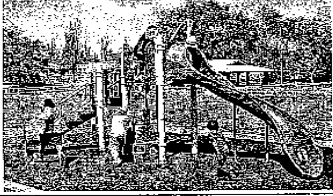
- **Syntax and Grammar** -
 - Possessive: Casa de mi tío Kurtis / Uncle Kurtis' house
 - Articles: la televisión / the television
 - Cognates: Cognados falsos -False cognates
 - Relativos – Relatives
 - Embarazada – Embarrassed
 - Grocerías – Groceries
- Spelling/Phonology: Dibertido to divertido – b/v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

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much as you can about what you see.



da sis pleyn en da parc
da mam werin foar da sis
in da fadis werinfoar da sis
Tu
Ou da prenmoder weit foar da
sis Tu

Getting Ready For The NYSESLAT 148
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much as you can about what you see.

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



da sis pleyn en da parc
da mam werin foar da sis
in da fadis werinfoar da sis
Tu
Ou da prenmoder weit foar da
sis Tu

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Phonology/Grammar: Articles

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

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Characteristics of the Bridge for Biliteracy

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Characteristics of the Bridge for Biliteracy

**Two
Purposes**

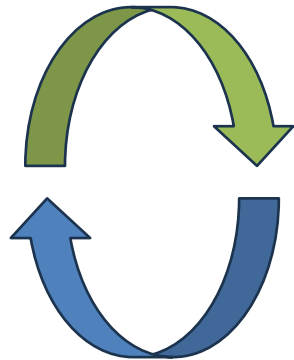
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The Two Purposes of the Bridge

Transfer



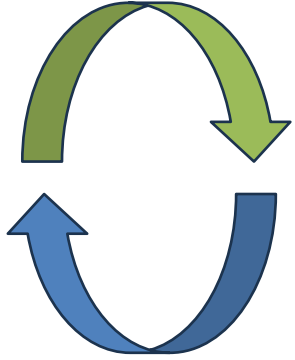
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The Two Purposes of the Bridge

Transfer



Contrastive Analysis

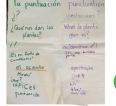


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Characteristics of the Bridge for Biliteracy

Two Purposes		
Transfer  Contrastive Analysis     Two Charts		

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Transfer Chart → **Contrastive Analysis Chart**

Transfer Chart

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

chocolate	chocolate
radio	radio
telefono	telephone
la planta	the plant
la crisálida	the chrysalis
el ciclo	the cycle

Metalinguistic Charts

El ciclo (The cycle)

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Characteristics of the Bridge for Biliteracy

Two Purposes	Happens at the END of the Unit	
Transfer Contrastive Analysis	Formative Assessment	
Two Charts		

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Characteristics of the Bridge for Biliteracy

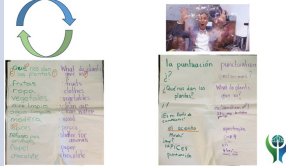
**Two
Purposes**

**Happens at
the END of
the Unit**

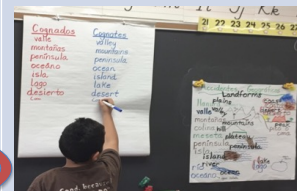
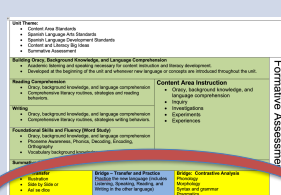
**Includes
High Student
Interaction**

Transfer

Contrastive Analysis



Two Charts



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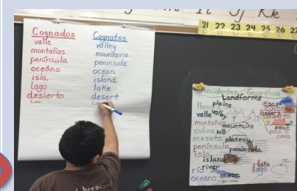
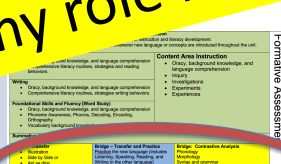
Characteristics of the Bridge for Biliteracy

**Two
Purposes**

Happ

t

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



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Agenda:

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

• **Institute Closure and Evaluation**

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Individual or Team Planning for Next Steps

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





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Resource Packet

.com

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Center for Teaching for Biliteracy Resources and Links	
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 

Pg. 2 of
Resource
Packet



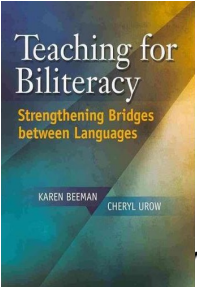
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Handouts and Presentation Slides <https://www.teachingforbilitery.com/handouts>

Thank You

to Teaching for Bilitery: Digital Tools

Final Session Evaluation Form

bit.ly/3QtcW4Q

Office




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Certificate of Completion

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Teaching for Bilitery Summer Institute
June 23-25, 2026
Grandview, WA

Certificate of Completion for

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 Bilitery Programs	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy	8:30 - 10:15 AM Whole Group - Bilitery Assessment - Planning for Sustainability: Effective Systems and Structures

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