

The Bridge

Grades 3-5



Center for Teaching for Biliteracy

Karen Beeman

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Agenda:

- The Bridge
- Planning the Bridge: **The Six Steps of the Bridge**
- The Bridge Sort
- Application to Practice

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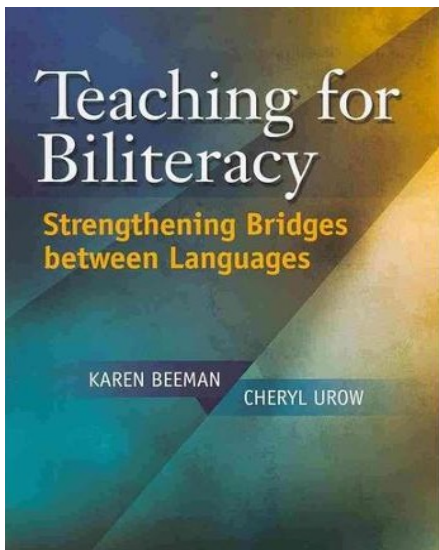


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Biliteracy Unit Framework

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**Teaching for
Biliteracy**
Strengthening Bridges
between Languages

KAREN BEEMAN
CHERYL UROW

**Chapter 10
Pg. 133**

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

**Resource
Packet p. 41
(from
March)**

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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
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.

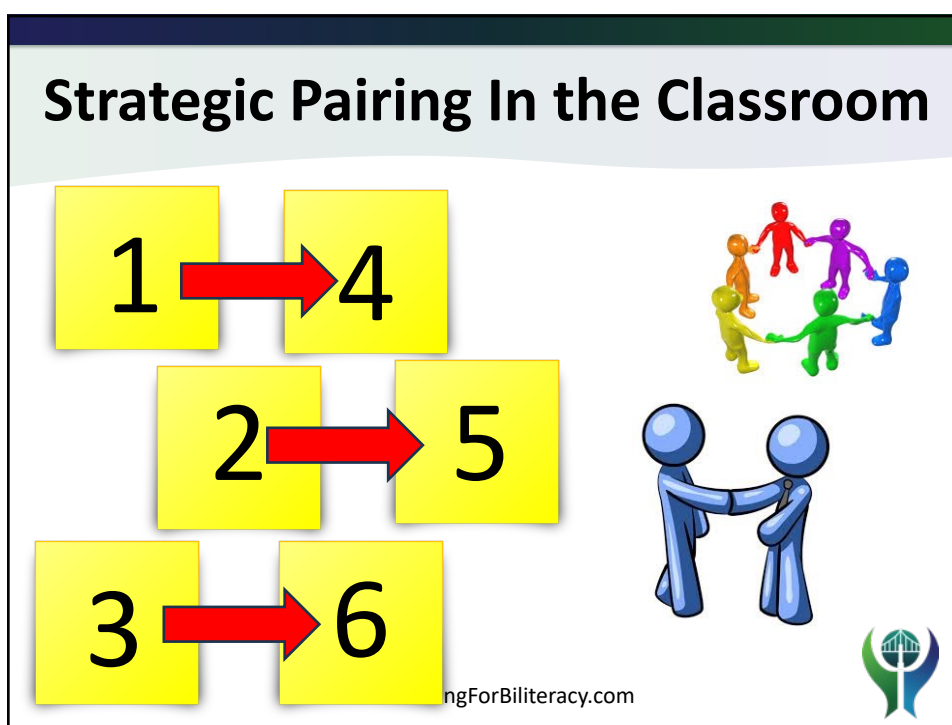
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Melody Wharton - Center for Teaching for Biliteracy

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Language 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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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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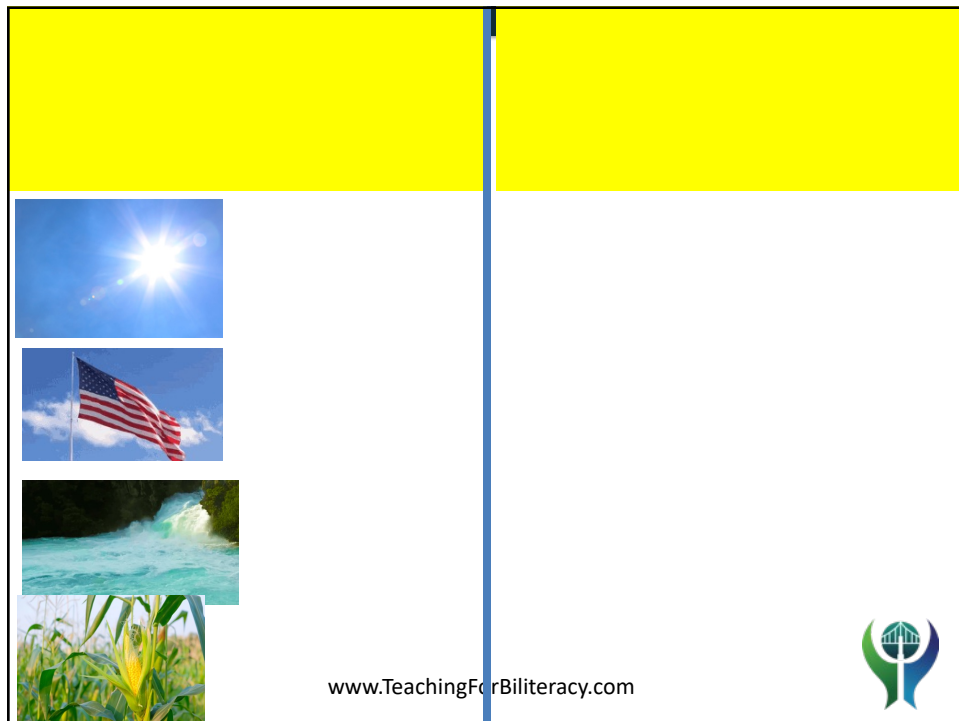
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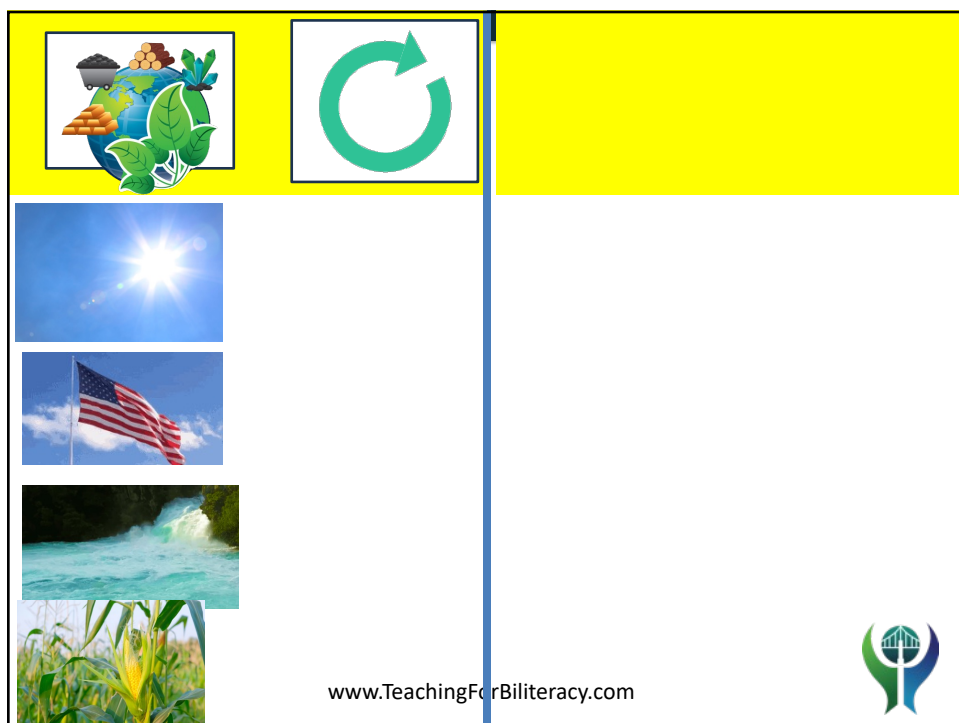
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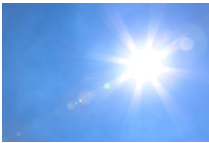
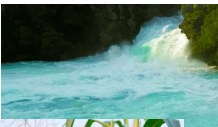
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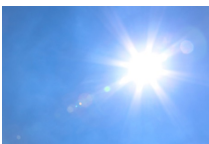
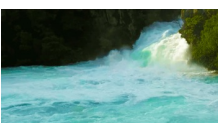


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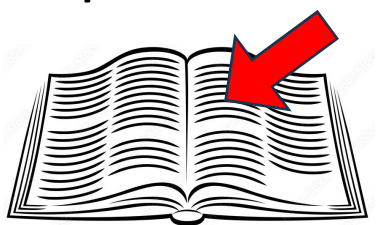
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Recursos naturales renovables 	 Recursos naturales no renovables
       	    

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Lo que dice el
texto
explícitamente



Inferencias
usando
detalles y
ejemplos
del texto



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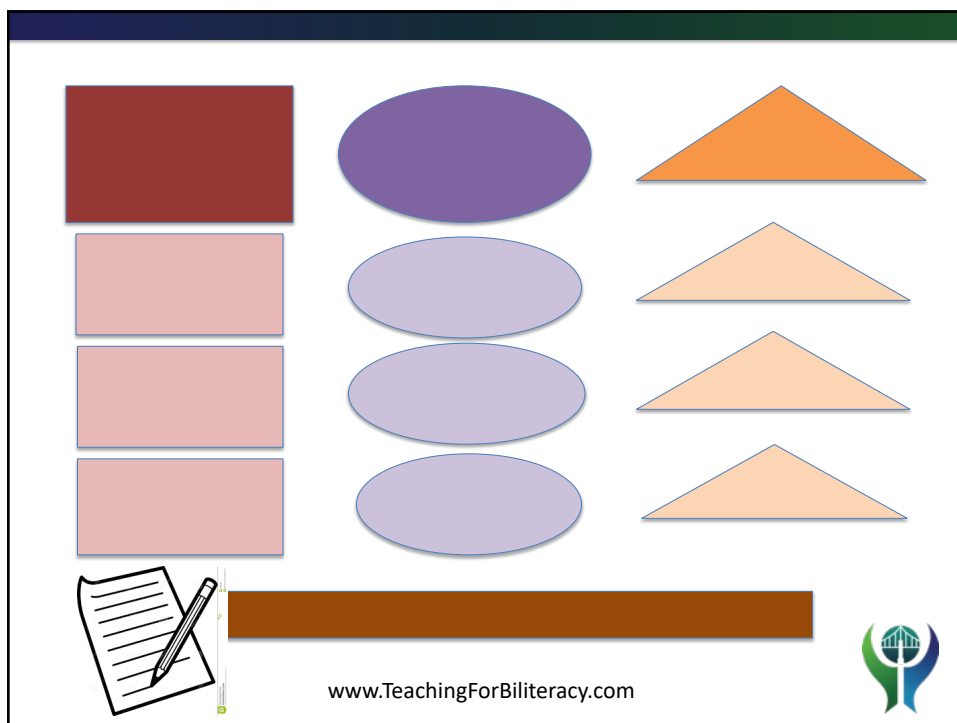
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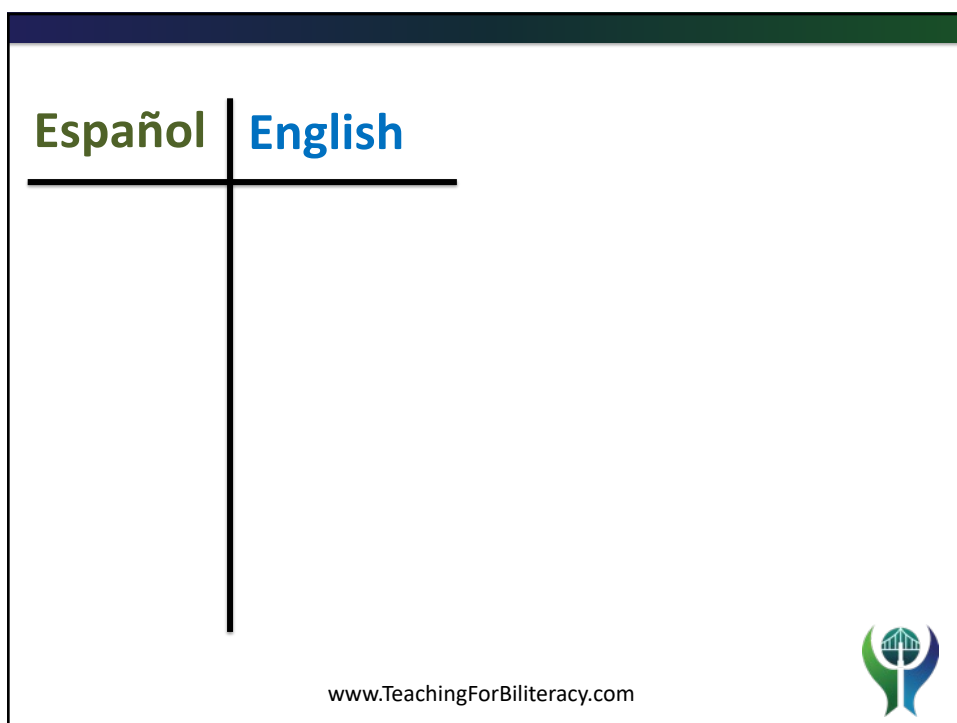
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Español	English
Los recursos naturales Las fuentes de energía renovable Los paneles solares La energía solar Las turbinas eólicas Los combustibles fósiles	

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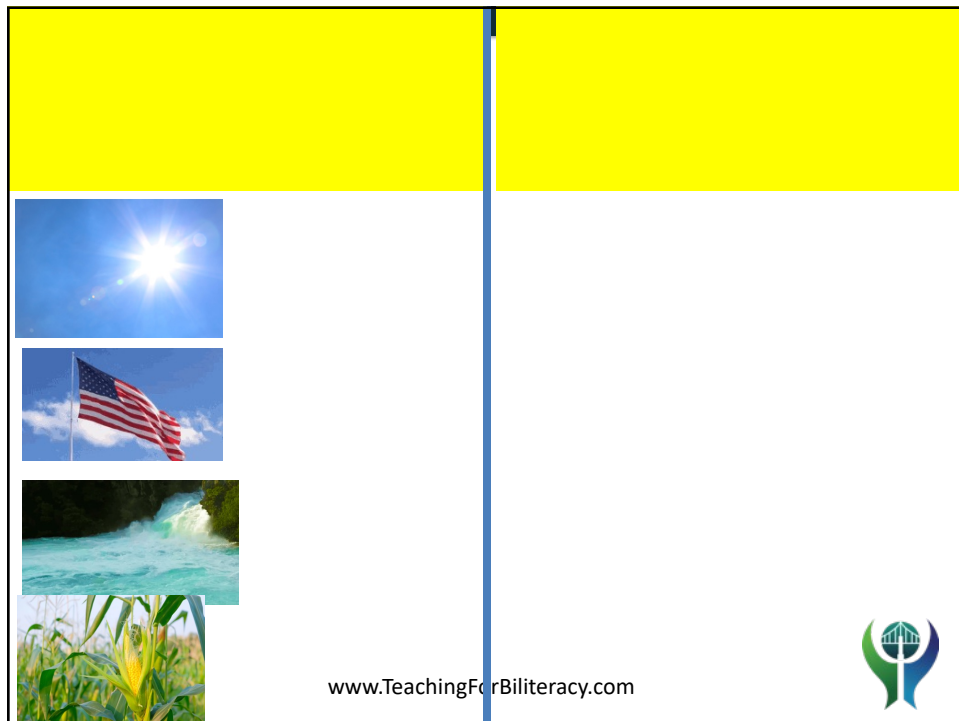


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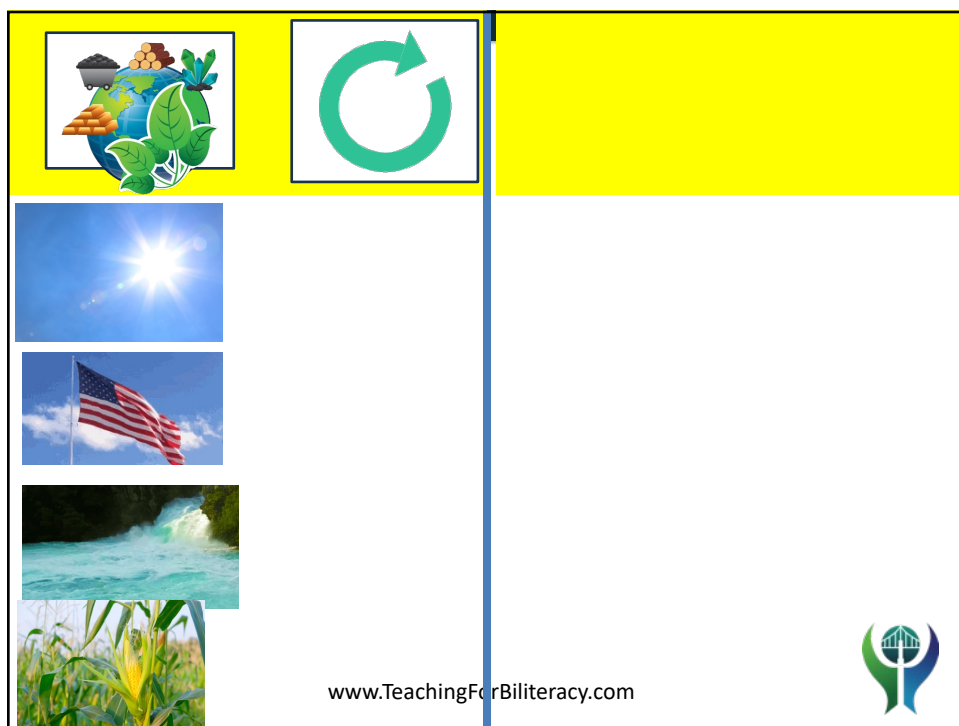
The Bridge

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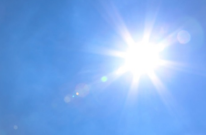
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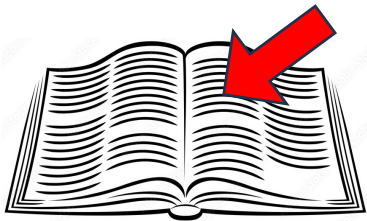
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What the text says explicitly 	Inferences using details from the text 
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Español	English
Los recursos naturales	Natural resources
Las fuentes de energía renovable	Renewable energy sources
Los paneles solares	Solar panels
La energía solar	Solar energy
Las turbinas eólicas	Wind turbines
Los combustibles fósiles	Fossil fuels



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Español	English
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Los combustibles fósiles	Fossil fuels



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

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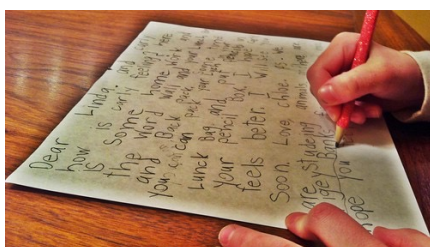


Reduce, Reuse, Recycle Reader's Theater



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



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Agenda:

- The Bridge
- Planning the Bridge: **The Six Steps of the Bridge**
- The Bridge Sort
- Application to Practice

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Resource
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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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Agenda:

- ✓ Welcome
- ✓ Biliteracy Assessment
- ✓ Planning for Sustainability
- ✓ **Break – Move to Whole Group Session**
- ✓ Sample Instruction: the Bridge
 - The Six Steps of the Bridge
 - Planning for the Bridge
 - Institute Closure
 - Lunch

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

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These steps are a framework to use for planning.

See Resource packet p. 33

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



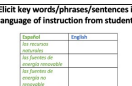
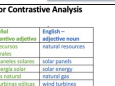
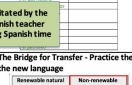
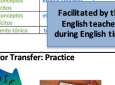
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3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice

Resource packet 42

4th Grade Science & SLA Unit 3

Planning for the Bridge from Spanish to English

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



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

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Español	English
Step 1	

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The Bridge - Step 1:

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

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

The Bridge																	
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6																
Set up the chart paper: Make a T-Chart and	Step 6:																
Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated.	Students practice TPR																
based on what they learned in the unit and from the concept attainment and write those words in the <i>Español</i> side of the chart.	Reuse, Recycle reader's theater with the teacher (or another reader's theater)																
Step 3: Practice key vocabulary in English using the same TPR and images	Students practice reading the script in small groups using TPR																
Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.	Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases																
Anticipated Bridge Chart for Content (Science):	With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.																
<table><tr><th>Español</th><th>English</th></tr><tr><td><i>los recursos naturales</i></td><td>natural resources</td></tr><tr><td><i>las fuentes de energía renovables</i></td><td>renewable energy sources</td></tr><tr><td><i>las fuentes de energía no renovables</i></td><td>non-renewable energy sources</td></tr><tr><td><i>los paneles solares</i></td><td>solar panels</td></tr><tr><td><i>la energía solar</i></td><td>solar energy</td></tr><tr><td><i>el gas natural</i></td><td>natural gas</td></tr><tr><td><i>las turbinas eólicas</i></td><td>wind turbines</td></tr></table>	Español	English	<i>los recursos naturales</i>	natural resources	<i>las fuentes de energía renovables</i>	renewable energy sources	<i>las fuentes de energía no renovables</i>	non-renewable energy sources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines	
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Bridge: Contrastive Analysis Step 5													
Step 5:													
While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.													
Syntax & Grammar													
- Word Order (noun-adjective) - In Spanish- Adjectives usually go after the noun they are describing - In English- Adjectives go before the noun they are describing.													
Possible Contrastive Analysis Chart:													
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Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Step 1 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • SS experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice
2:30-3:00	Specials

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Institute
Resource
Packet



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

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

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 with

Planning for the Bridge

- Review in the language of instruction
- Elicit key words/phrases/sentences in the language of instruction
- The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).
- The Bridge for Transfer: Match the key words/phrases/sentences to the other language
- The Bridge for Contrastive Analysis
- The Bridge for Transfer: Practice

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

Los recursos naturales

Las fuentes de energía renovable

Los paneles solares

La energía solar

Las turbinas eólicas

Los combustibles fósiles

El agua

El viento

El sol

El petróleo

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

The Bridge																														
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5																												
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right-side English in blue. Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed. Step 2: In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the <i>Español</i> side of the chart. - and images Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue. Anticipated Bridge Chart for Content (Science): <table border="1"> <thead> <tr> <th>Español</th> <th>English</th> </tr> </thead> <tbody> <tr> <td><i>los recursos naturales</i></td> <td>natural resources</td> </tr> <tr> <td><i>las fuentes de energía renovables</i></td> <td>renewable energy sources</td> </tr> <tr> <td><i>las fuentes de energía no renovables</i></td> <td>non-renewable energy sources</td> </tr> <tr> <td><i>los paneles solares</i></td> <td>solar panels</td> </tr> <tr> <td><i>la energía solar</i></td> <td>solar energy</td> </tr> <tr> <td><i>el gas natural</i></td> <td>natural gas</td> </tr> <tr> <td><i>las turbinas eólicas</i></td> <td>wind turbines</td> </tr> </tbody> </table>	Español	English	<i>los recursos naturales</i>	natural resources	<i>las fuentes de energía renovables</i>	renewable energy sources	<i>las fuentes de energía no renovables</i>	non-renewable energy sources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines	Step 6: - Students practice TPR in English- listening and speaking - Students practice TPR and read the Reader's Theater - Students practice reading the script in small groups using TPR - Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases - With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax & Grammar - Word Order (noun-adjective) - In Spanish- Adjectives usually go after the noun they are describing - In English- Adjectives go before the noun they are describing. Possible Contrastive Analysis Chart: <table border="1"> <thead> <tr> <th>Español Sustantivo adjetivo</th> <th>English – adjective noun</th> </tr> </thead> <tbody> <tr> <td><i>los recursos naturales</i></td> <td>natural resources</td> </tr> <tr> <td><i>los paneles solares</i></td> <td>solar panels</td> </tr> <tr> <td><i>la energía solar</i></td> <td>solar energy</td> </tr> <tr> <td><i>el gas natural</i></td> <td>natural gas</td> </tr> <tr> <td><i>las turbinas eólicas</i></td> <td>wind turbines</td> </tr> </tbody> </table>	Español Sustantivo adjetivo	English – adjective noun	<i>los recursos naturales</i>	natural resources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines
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10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math
1:15-2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice
2:30-3:00	Specials

Page Institute Resource Packet



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

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Español English

Los recursos
naturales

Las fuentes
de energía
renovable

Los paneles
solares

La energía
solar

Las turbinas
eólicas

Los
combustibles
fósiles

Step 3

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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

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

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

Facilitated by the Spanish Teacher

Spanish Teacher

English Teacher

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

Facilitated by the English Teacher

Renewable natural resources

Non-renewable natural resources

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

5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice

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

The Bridge

Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge - Transfer - Practice (Includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5																												
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right side English in blue. • Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated. • Step 2: In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the <i>Español</i> side of the chart. • Step 3: Practice key vocabulary in English using the same TPR and images • Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue. Anticipated Bridge Chart for Content (Science): <table border="1"> <thead> <tr> <th>Español</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>los recursos naturales</td> <td>natural resources</td> </tr> <tr> <td>las fuentes de energía renovables</td> <td>renewable energy sources</td> </tr> <tr> <td>las fuentes de energía no renovables</td> <td>non-renewable energy sources</td> </tr> <tr> <td>los paneles solares</td> <td>solar panels</td> </tr> <tr> <td>la energía solar</td> <td>solar energy</td> </tr> <tr> <td>el gas natural</td> <td>natural gas</td> </tr> <tr> <td>las turbinas eólicas</td> <td>wind turbines</td> </tr> </tbody> </table>	Español	English	los recursos naturales	natural resources	las fuentes de energía renovables	renewable energy sources	las fuentes de energía no renovables	non-renewable energy sources	los paneles solares	solar panels	la energía solar	solar energy	el gas natural	natural gas	las turbinas eólicas	wind turbines	Step 6: • Students practice TPR in English- listening and speaking • Students practice TPR and read the Reduce, Reuse, Recycle reader's theater with the teacher (or another teacher) Step 3 • Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases • With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax & Grammar • Word Order (noun-adjective) • In Spanish- Adjectives usually go after the noun they are describing • In English- Adjectives go before the noun they are describing. Possible Contrastive Analysis Chart: <table border="1"> <thead> <tr> <th>Español Sustantivo adjetivo</th> <th>English - adjective noun</th> </tr> </thead> <tbody> <tr> <td>los recursos naturales</td> <td>natural resources</td> </tr> <tr> <td>los paneles solares</td> <td>solar panels</td> </tr> <tr> <td>la energía solar</td> <td>solar energy</td> </tr> <tr> <td>el gas natural</td> <td>natural gas</td> </tr> <tr> <td>las turbinas eólicas</td> <td>wind turbines</td> </tr> </tbody> </table>	Español Sustantivo adjetivo	English - adjective noun	los recursos naturales	natural resources	los paneles solares	solar panels	la energía solar	solar energy	el gas natural	natural gas	las turbinas eólicas	wind turbines
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Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Step 3
2:30-3:00	Specials



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



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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**

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

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

The Next Day

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

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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

Español

English

Los recursos
naturales

Natural
resources

Las fuentes
de energía
renovable

Renewable
energy
sources

Los paneles
solares

Solar panels

La energía
solar

Solar energy

Las turbinas
eólicas

Wind
turbines

Los
combustibles
fósiles

Fossil fuels

www.TeachingForBiliteracy.com



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The Bridge -

Step 4:

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

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

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

Facilitated by the Spanish Teacher

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

Facilitated by the Teacher

Renewable natural resources

Non-renewable natural resources

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

Facilitated by the Teacher

5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice

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

The Bridge

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

The Bridge		
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5
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Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovables</i>	renewable energy sources
<i>las fuentes de energía no renovables</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines

How did our chart compare to the anticipated chart?

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

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

Bridge - Transfer
Side by Side

Steps 1, 2, 3, 4

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

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

Anticipated Bridge Chart for Content (Science):

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

Bridge

Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5
Step 6: - Students practice TPR in English- listening and speaking - Students read and respond to the Reader's Theater script	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Steps 1-4

Possible Contrastive Analysis Chart:

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

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The Bridge - Step 5: The Bridge for Contrastive Analysis

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Español	English
Los recursos naturales	Natural resources
Las fuentes de energía renovables	Renewable energy sources
Los paneles solares	Solar panels
La energía solar	Solar energy
Las turbinas eólicas	Wind turbines
Los combustibles fósiles	Fossil fuels

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

Step 5

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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

1. Review in the language of instruction
Facilitated by the Spanish Teacher

Recursos naturales renovables	Recursos naturales no renovables
	
2. Elicit key words/phrases/sentences in the language of instruction
Facilitated by the Spanish Teacher

Spanish	English
los recursos naturales	natural resources
las fuentes de energía renovables	renewable energy sources
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
los combustibles fósiles	fossil fuels
los conceptos explícitos	explicit concepts
los conceptos implícitos	implicit concepts
el acento tónico	tonic accent
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).
Facilitated by the English Teacher

Renewable natural resources	Non-renewable natural resources
	
4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
Facilitated by the English Teacher

Español	English
los recursos naturales	natural resources
las fuentes de energía renovables	renewable energy sources
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5. The Bridge for Contrastive Analysis
Facilitated by the English Teacher

Español	English
los recursos naturales	natural resources
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los conceptos implícitos	implicit concepts
el acento tónico	tonic accent
6. The Bridge for Transfer: Practice

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

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12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math
1:15-2:30	Steps 3-5 Continue SS Unit
2:30-3:00	Specials



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

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Step 6



Reduce, Reuse,
Recycle Reader's
Theater



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Step 6



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

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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

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables **Recursos naturales no renovables**

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

Facilitated by the Spanish Teacher

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

Facilitated by the Spanish Teacher

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

Facilitated by the English Teacher During English

5. The Bridge for Contrastive Analysis

Facilitated by the English Teacher

6. The Bridge for Transfer: Practice

Facilitated by the English Teacher During English

REUS RECYCLE RE

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

The Bridge		Step 6	Bridge: Contrastive Analysis																												
Bridge - Transfer Side by Side Steps 1, 2, 3, 4			Step 5																												
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right-side English in blue. Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated. Step 2: In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the chart attainment and write those words in the <i>Español</i> side of the chart. Step 3: Practice key vocabulary in English using the script and images. Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue. Anticipated Bridge Chart for Content (Science): <table border="1"> <thead> <tr> <th>Español</th> <th>English</th> </tr> </thead> <tbody> <tr> <td><i>los recursos naturales</i></td> <td>natural resources</td> </tr> <tr> <td><i>las fuentes de energía renovables</i></td> <td>renewable energy sources</td> </tr> <tr> <td><i>las fuentes de energía no renovables</i></td> <td>non-renewable energy sources</td> </tr> <tr> <td><i>los paneles solares</i></td> <td>solar panels</td> </tr> <tr> <td><i>la energía solar</i></td> <td>solar energy</td> </tr> <tr> <td><i>el gas natural</i></td> <td>natural gas</td> </tr> <tr> <td><i>las turbinas eólicas</i></td> <td>wind turbines</td> </tr> </tbody> </table>		Español	English	<i>los recursos naturales</i>	natural resources	<i>las fuentes de energía renovables</i>	renewable energy sources	<i>las fuentes de energía no renovables</i>	non-renewable energy sources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines	Step 6: - Students practice TPR in English- listening and speaking - Students practice TPR and read the Reduce, Reuse, Recycle reader's theater with the teacher (or another reader's theater) - Students practice reading the script in small groups using TPR - Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases - With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.	When the teacher plans a specific contrastive analysis teaching point in the Bridge, the teacher anticipates and highlights other metalinguistics noticed by the students. Step 5: Grammar Word Order (noun-adjective) Spanish- Adjectives usually go after the noun they are describing English- Adjectives go before the noun they are describing. Contrastive Analysis Chart: <table border="1"> <thead> <tr> <th>Spanish</th> <th>English – adjective noun</th> </tr> </thead> <tbody> <tr> <td><i>los recursos naturales</i></td> <td>natural resources</td> </tr> <tr> <td><i>los paneles solares</i></td> <td>solar panels</td> </tr> <tr> <td><i>la energía solar</i></td> <td>solar energy</td> </tr> <tr> <td><i>el gas natural</i></td> <td>natural gas</td> </tr> <tr> <td><i>las turbinas eólicas</i></td> <td>wind turbines</td> </tr> </tbody> </table>	Spanish	English – adjective noun	<i>los recursos naturales</i>	natural resources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines
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Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math
1:15-2:30	Steps 3-6 Continue SS Unit
2:30-3:00	Specials



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Spanish to English Bridge

Plan for the Bridge	
Spanish Teacher or During Spanish Time	English Teacher or During English Time
Spanish Teacher or During Spanish Time	English Teacher or During English Time
English Teacher or During English Time	English Teacher or During English Time



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English Unit

Implementing the Bridge – step-by-step	
English Teacher or During English Time	Spanish Teacher or During Spanish Time
English Teacher or During English Time	Spanish Teacher or During Spanish Time
Spanish Teacher or During Spanish Time	Spanish Teacher or During Spanish Time



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Agenda:

- ✓ The Bridge
 - Planning the Bridge: **The Six Steps of the Bridge**
 - The Bridge Sort
 - Application to Practice

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Debrief The Bridge



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Unit Theme:

- Content Area Standards
- English Language Arts Standards
- English Language Development Standards
- Content and Literacy Practices

What did we do during the Bridge?

Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.	• Inquiry • Investigations • Experiments • Experiences
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 • Asi 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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Assessment

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

The Events



The Emotions



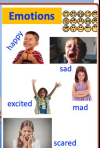
Step 1

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The Bridge - Step 1:

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

Planning for the Bridge	
English During Time  	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 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	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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Condensed BUF p. 16

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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
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

English	Events	Emotions
	happy	happy
	sad	sad
	excited	excited
	scared	scared
	mad	mad

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

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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-emphasized). Step 2: In English, ask students to discuss with a partner the important words they learned throughout the unit. 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 speaking. Step 2 For example: • <i>El perro encuentra un hueso durante la caminata.</i> • <i>El niño no puede encontrar a su perro.</i> • <i>El perro no puede encontrar a su dueño.</i> • <i>El perro y el niño se abrazan.</i> • <i>El niño se cae durante la caminata.</i>	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.																																														
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2:00 – 3:00	Steps 1-2 Start new ELA/Universal Theme unit	ENGLISH

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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

English During Time

Events

Emotions

English During Time

Spanish During Time

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

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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...	Continue with SS/SLA or Sci/SLA unit	SPANISH
	Intervention Block	Language identified by the teacher(s) and based on student need.
10:30 – 11:00	Specials	If possible, half are offered in Spanish and half in English - by teacher
11:00 – 12:00	Lunch	Student choice
12:00 – 12:45	Math in Spanish	SPANISH
12:45 – 2:00	- Oracy development - Math skills and practice - Reading and writing as applied to math	SPANISH
2:00 – 3:00	Start new ELA/Universal Theme unit	ENGLISH

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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

English During Time

Events

Emotions

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

English During Time

Picture/foto

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

Spanish During Time

Los eventos

Las emociones

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

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

5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice

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The Bridge

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:	Bridge: Contrastive Analysis Step 5:										
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Anticipated Bridge Transfer Chart:

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

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confused		confundido/a
I feel...		Me siento...
The face		La cara
The body		El cuerpo
The events		Los acontecimientos

How did our chart compare to the anticipated chart?

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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 3-4	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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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 lengthened).
- Step 2:** In English, ask students to discuss with a partner the important words they learned throughout the unit.
- Step 3:** Elicit and list the important words that students generate in blue on the left of a t-chart.
- 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:

English	Picture	Español
The emotions		Las emociones
happy		feliz
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Bridge: Transfer Practice (includes Listening, Speaking, Reading, and Writing in the other language)
Step 6:

Bridge: Contrastive Analysis
Step 5:

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

Articles in both English and Spanish.

Los artículos determinados e indeterminados de los sustantivos de género masculino y femenino, así como la concordancia de los adjetivos con los sustantivos (ejemplo: el niño, la silla, 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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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

El
La
Los
Las

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

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
- 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

Spanish During Time

Spanish Teacher or

Spanish During Time

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I feel...		Me siento...
The face		La cara
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The events		Los acontecimientos

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
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8:00 – 8:20	SEL and Classroom Community Building	SPANISH
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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

The next day...

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

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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.

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

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

Spanish Teacher or During Time

Spanish During Time

Spanish During Time

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Step 6

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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The face		La cara
The body		El cuerpo
The events		Los acontecimientos

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

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.

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

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
The face	La cara
The events	Los acontecimientos
The body	El cuerpo

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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."

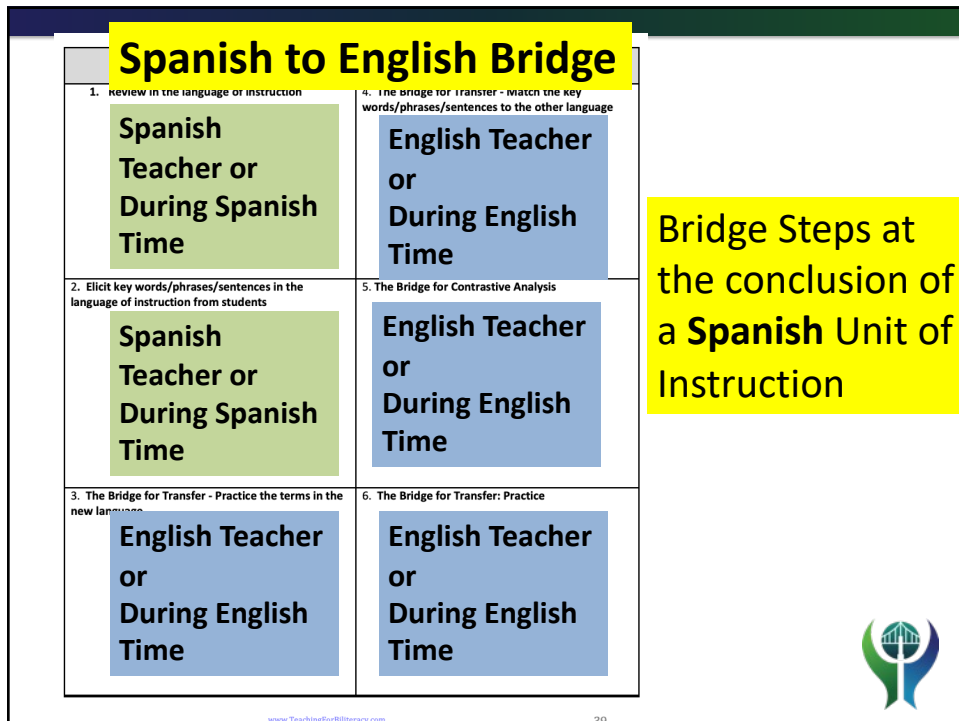
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2:00 – 3:00	Steps 1-2 Start new ELA/Universal Theme unit	ENGLISH

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

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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
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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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

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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

The Next Day

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

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



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Puente

Jugar con amigos Playing with friends

mi turno	my turn
tu turno	your turn
compartir	share
tomar turnos	take turns

Only a Transfer Chart is created



124

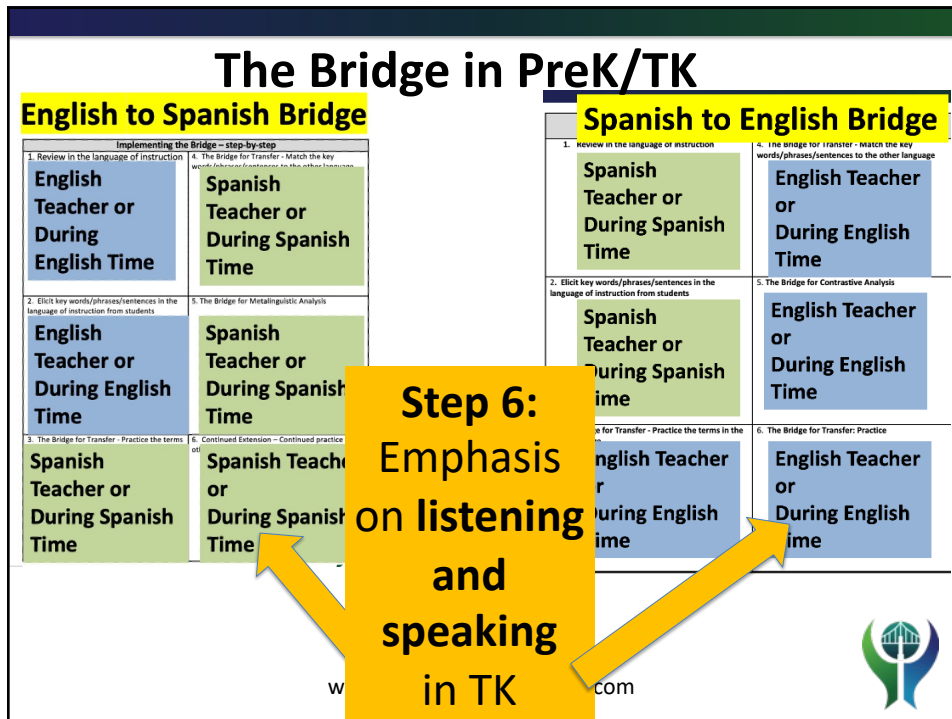
PreK/TK Contrastive Analysis



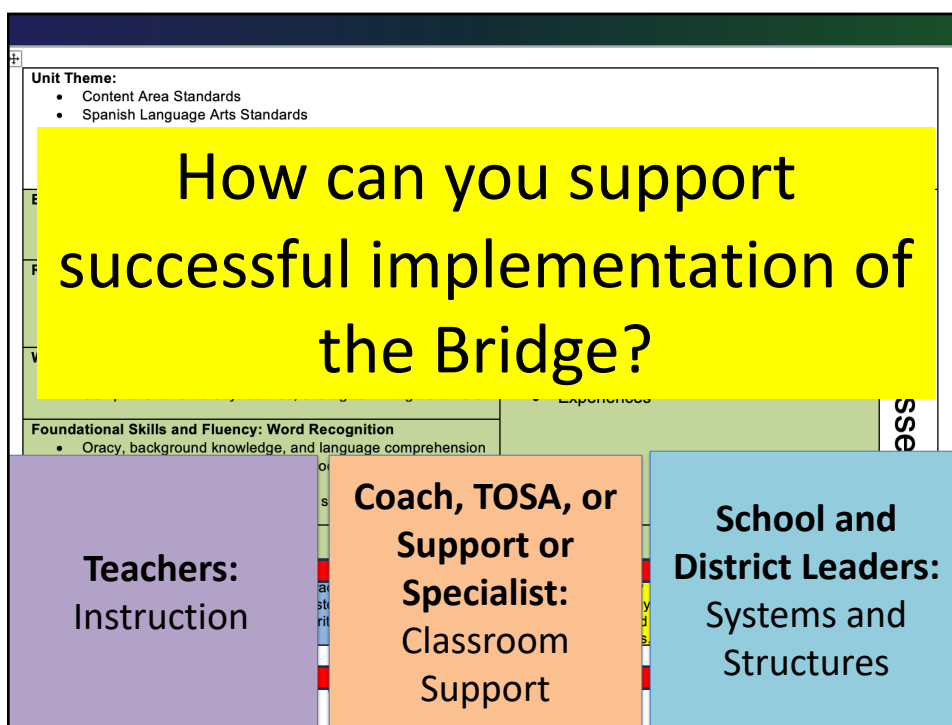
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Bridge and "bridging"	
The Bridge is...	Bridging is...
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making cross-linguistic connections , in 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.

Page 37 – Resource Packet

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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The Bridge for Transfer

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.

Page 38
Resource
Packet

Three Types of Bridges: Part One of the Bridge		
Illustration	Side-by-Side	Así se dice
Texto informativo Informational Text	título escenario personajes se comienza desarrollo clímax desenlace fin title, setting characters sequence events climax first best then finally problems solution solution	Para <u>calcular</u> el perímetro se <u>necesita</u> <u>saber</u> los números para <u>calcular</u> todos (y/o) los lados. To calculate the perimeter you need to know all the numbers to add them together.

Im

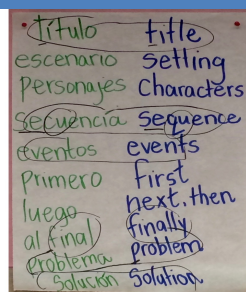
131

Three Types of Bridge Transfer Charts

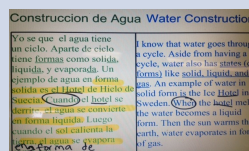
Illustration



Side-by-Side



Así-se-Dice



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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>desastre</i> – disaster <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure) - Rules for punctuation, grammar, word order, etc. unique to each language - Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!) Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution) In Spanish accents change the meaning of words (e.g., <i>el Papa vive en Roma</i>; <i>la papa</i> es deliciosa; <i>mi papá</i> es muy trabajador) Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. ¡Voy!) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – <i>la casa de mi abuela</i>)
Pragmatics (language use) - Cultural norms or contexts that are reflected in language use. - Use of overlapping cultural norms in a bilingual context.	Questions about age avoid the word "old" in Spanish because it has negative connotations (<i>¿Cuántos años tienes?</i>) Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i>. Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i>. My fathers win lots of money).

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

Four Areas
of
Contrastive
Analysis
*Page 40 of the
Resource Packet
and 142 of the
Text*



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Three Types of Contrastive Analysis Charts: Part Two of the Bridge and part of "bridging"		
Phonology	Morphology	Syntax and Grammar

p. 39



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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.
3. (Begins in grade 2) Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.	Acentuación e. Reconocen el acento escrito (acento ortográfico) en palabras sencillas y ya conocidas (mamá, papá, José). Conocimiento del lenguaje 3. (Se inicia en el 2do grado) Adquisición y uso de vocabulario 4. Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la <i>lectura y el contenido</i>

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 tío 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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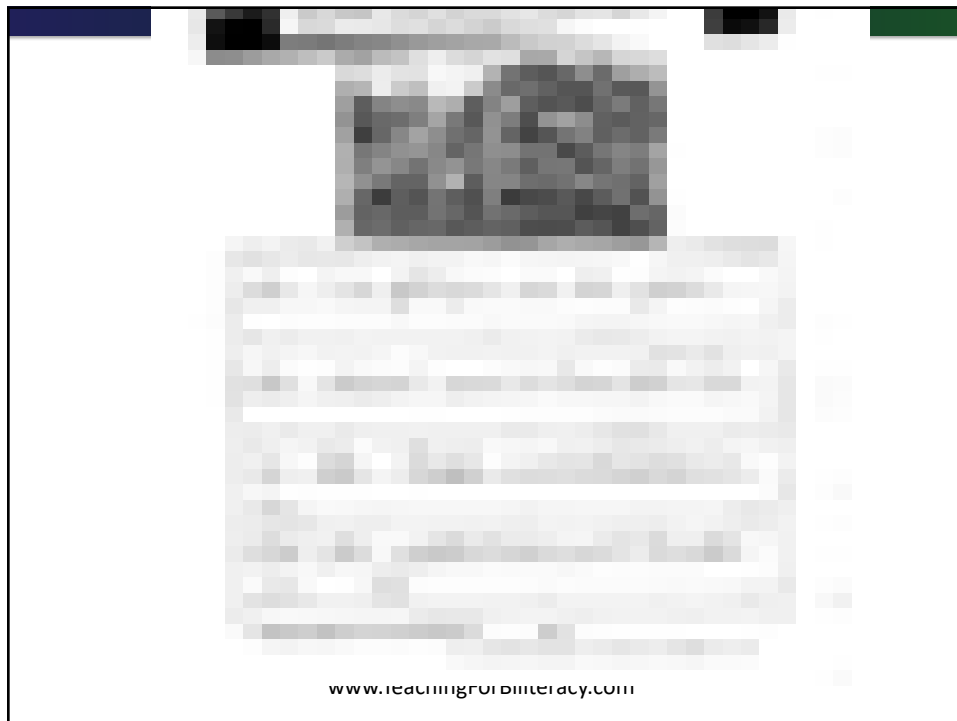
What area of Contrastive Analysis would help David?

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

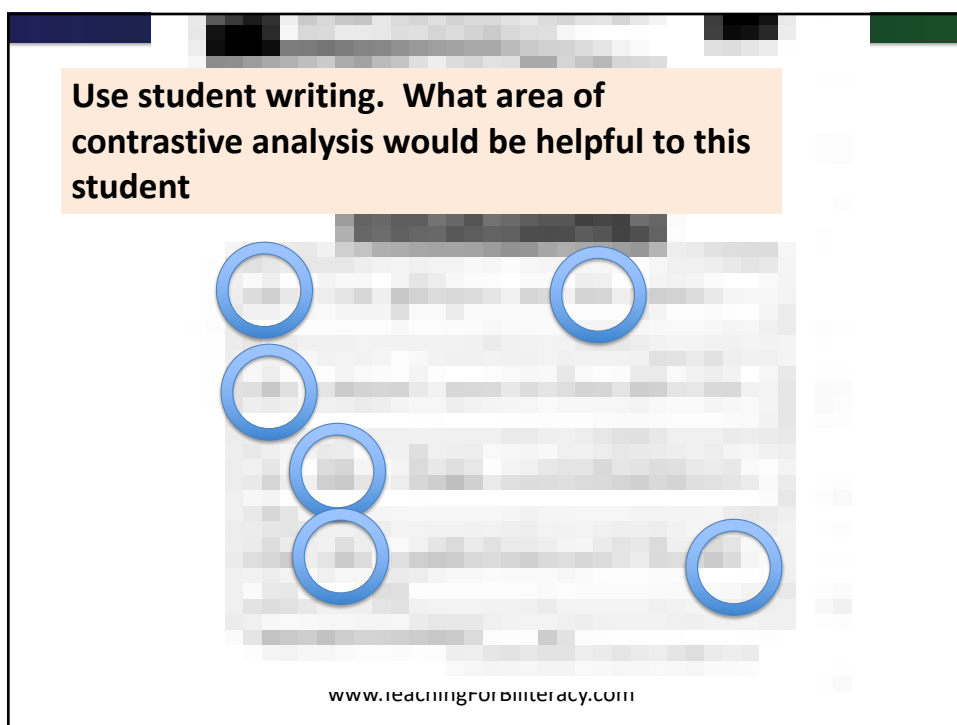
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Phonology/Grammar: Articles

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

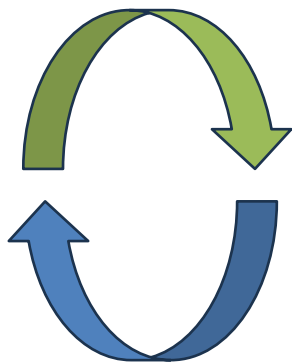
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The Two Purposes of the Bridge

Transfer



Contrastive Analysis



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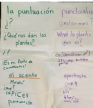
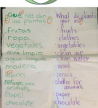
145

Characteristics of the Bridge for Biliteracy

Two Purposes

Transfer

Contrastive Analysis



Two Charts

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Transfer Chart → **Contrastive Analysis Chart**

Metalinguistic Charts

Cognados (Cognates)

chocolate chocolate
radio radio
teléfono telephone
la planta the plant
la crisálida the chrysalis
el ciclo the cycle
la hoja the leaf
la planta the plant

Morphology

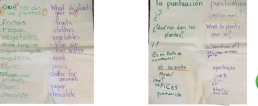
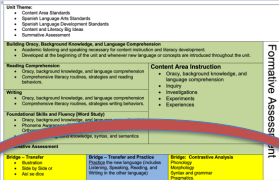
the butterfly
eats
lays
grow
hatches
the chrysalis
the caterpillar
the cycle
the leaves
the eggs
the leaf
the plant

El ciclo (The cycle)

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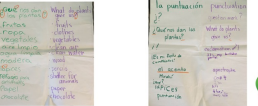
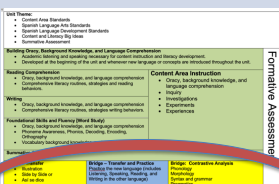
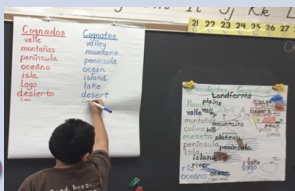
147

Characteristics of the Bridge for Biliteracy

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

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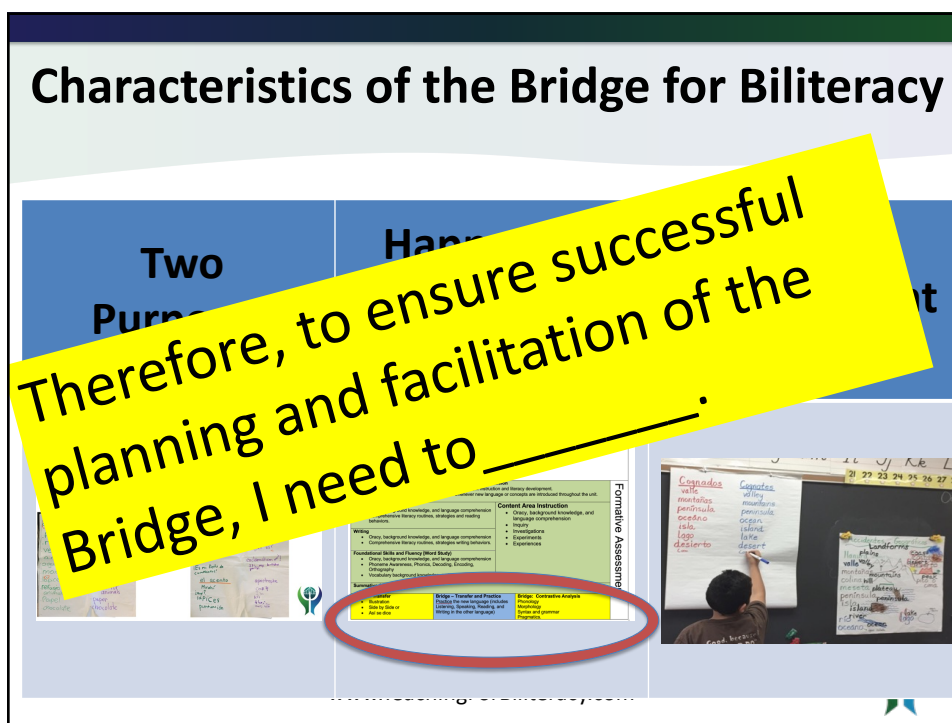
Characteristics of the Bridge for Biliteracy

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

Therefore, to ensure successful planning and facilitation of the Bridge, I need to _____.



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Agenda:

- ✓ The Bridge
- ✓ Planning the Bridge: The Six Steps of the Bridge
 - **The Bridge Sort**
 - Application to Practice

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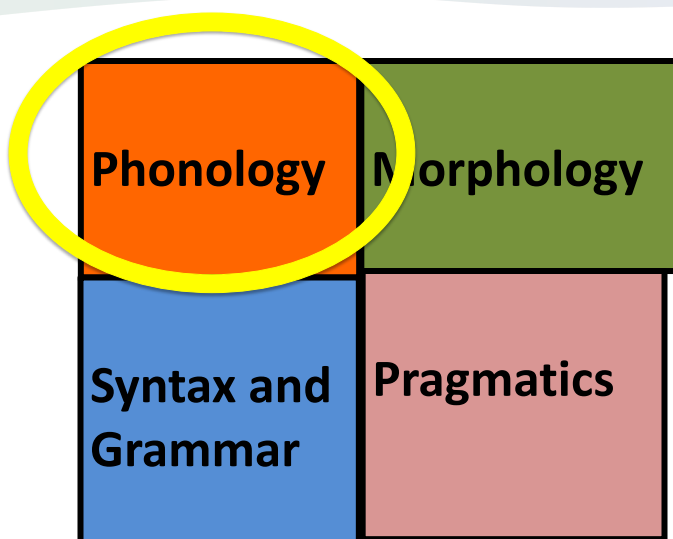
Bridge Sort: Matching Transfer and Contrastive Analysis



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Areas of Contrastive Analysis



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Four Areas of Contrastive Analysis: Part Two of the Bridge	
Element and area of	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>informar</i> – inform <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure) - Rules for punctuation, grammar, word order, etc. unique to each language - Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!) Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution) In Spanish accents change the meaning of words (e.g., <i>el Papa vive en Roma</i> ; <i>la papa es deliciosa</i> ; <i>mi papá es muy trabajador</i>) Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g., <i>¡Voy!</i>) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – <i>la casa de mi abuela</i>)
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Page 40

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Phonology: Sounds

- Sounds that are different between the two languages
- Sounds that are similar between the two languages

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Initial Literacy

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Colors are crucial:

Hay	Come	Dime
Hay	Come	Dime
Hay	Come	Dime

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157

Use student names to learn letter sounds

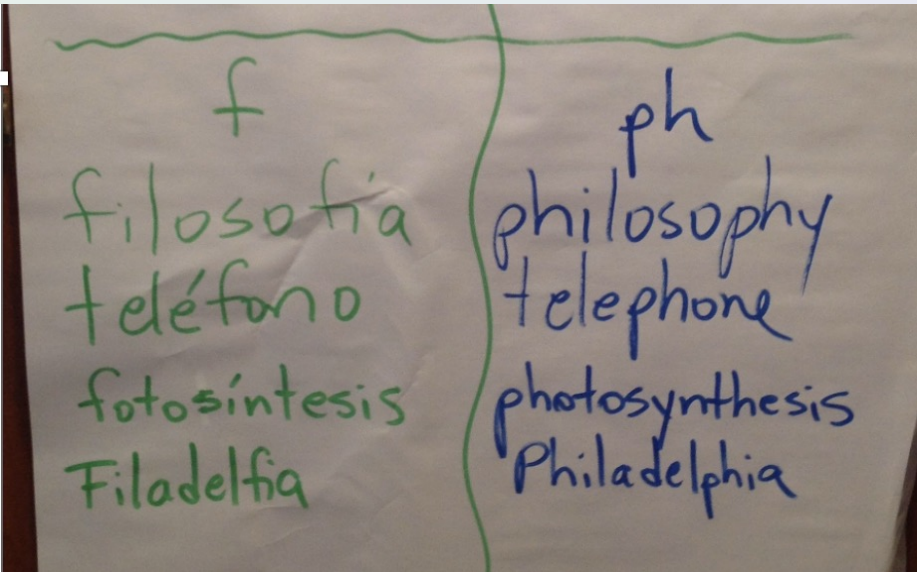
En español	En inglés
A - Ana	A – Amy
E – Eleazar	E – Elaine
I – Isabel	I – Ivan
O - Oscar	O - Olivia
U -Ulises	U - Upton

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Intermediate Grades

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A handwritten chart on a piece of paper, divided into two columns by a vertical line. The left column is headed with a green 'f' and lists words in green ink: 'filosofía', 'teléfono', 'fotosíntesis', and 'Filadelfia'. The right column is headed with a blue 'ph' and lists words in blue ink: 'philosophy', 'telephone', 'photosynthesis', and 'Philadelphia'. Below the chart, the website 'www.TeachingForBiliteracy.com' is printed.

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A bilingual joke: ¿Qué tienen en común una abeja y un elevador?

(Manuel Escamilla)

Los dos van de **flor** to **floor**.

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Para entender el chiste, hay que tener conocimiento fonológico

- **Fl – grupo consonántico o “blend”**

• Flor

• Floor

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El alfabeto The Alphabet		Aa Ana Amy amphibian amfibio	Bb Beto Bob binoculares binoculars	Cc Celia Camila Carley crisálida chrysalis (pánico / panic distancia/distance)
Dd David Doug denominador denominator	Ee Emma Elyce elefante elephant	Ff Fabio Fin fabuloso fabulous	Gg Gabi Gary Georgina gigante gigantic (giant)	Hh Hugo Hugh Hospital hospital
Ii Iliana Isaac idea idea	Jj José Joe Jupiter Jupiter	Kk Karen Kayla kilo lilo	Ll Lisa Lori línea line	Mm María Mary mapa map
Nn Nina Nancy natural natural	Ññ Ñandú	Oo Omar Olivia objeto object	Pp Pepe Paul papel paper	Qq Quintana queso quero
Rr Rogelio Rosie roca rock	Ss Susi Sam secreto secret	Tt Tito Tammy tubo tube	Uu Úlises Uma uniforme uniform	Vv Viviana Vivian vegetales vegetables
Ww Walter Wally Washington	Xx Xochitl xerox	Yy Yolanda Yoli yarda yard	Zz zebra zero (cero)	

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Sort

- Find examples of charts focused on **phonology**

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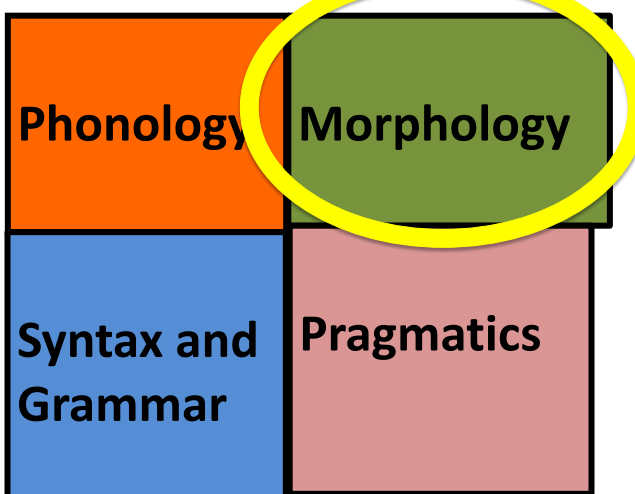
164

i	ea	ee
semilla tierra Vaina semillero cotiledón frijol vida	sea tea read leaf meat bean	seed tree three

L	LL	L LL same	L silent
luna artículo	llena amarillo	milk English life language lie	full silly really half calf

165

Areas of Contrastive Analysis



166

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	- Sound-symbol correspondence (e.g., the [k] sound: "qu" or "c" in Spanish; "c" or "k" in English) - Silent letters (e.g., "h" and "u" in Spanish; many in English) - The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure) - Rules for punctuation, grammar, word order, etc. unique to each language - Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!) Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution) In Spanish accents change the meaning of words (e.g., <i>el Papa vive en Roma</i> ; <i>la papa es deliciosa</i> ; <i>mi papá es muy trabajador</i>) Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. ¡Voy!) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – <i>la casa de mi abuela</i>)
Pragmatics (language use) - Cultural norms or contexts that are reflected in language use. - Use of overlapping cultural norms in a	Questions about age avoid the word "old" in Spanish because it has negative connotations (<i>¿Cuántos años tienes?</i>) Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i> . Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i> . My fathers win lots of money).

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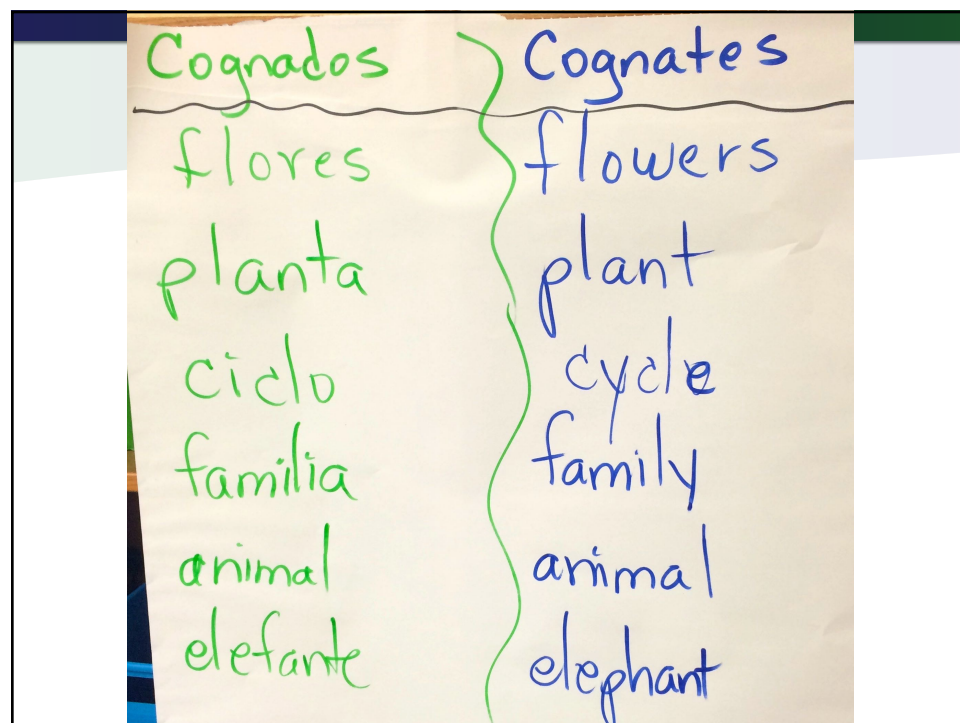
167

Morphology: (Parts of Words and Their Meaning)

- Words that mean the same and sound the same, and are almost spelled the same in both languages (cognates)
- Parts of words and their meaning
 - Root of the word
 - Prefixes
 - Suffixes

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Sort

- Find examples of charts focused on **morphology**

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Cognados
valle
montañas
península
océano
isla
lago
desierto

Cognates
valley
mountains
peninsula
ocean
island
lake

dis- without
disadvantage
disgrace
displacement

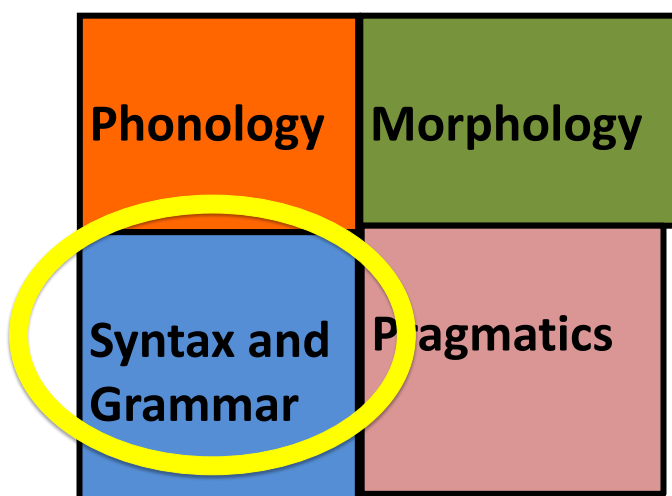
des- sin tener
desventaja
desgracia
desplazar

-ción (el estado de algo o una calidad de algo)	-tion (state or quality)
evaporación	evaporation
condensación	condensation
atención	attention
precaución	caution

in- [O] sin (sin ser o no ser)
increíble
sin habilidad
sin resolución

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Areas of Contrastive Analysis



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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/
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Syntax and grammar (sentence structure) - Rules for punctuation, grammar, word order, etc. unique to each language - Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!) Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution) In Spanish accents change the meaning of words (e.g., <i>el Papa vive en Roma</i>; <i>la papa es deliciosa</i>; <i>mi papá es muy trabajador</i>) Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. ¡Voy!) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – <i>la casa de mi abuela</i>)
Pragmatics (language use) - Cultural norms or contexts that are reflected in language use. - Use of overlapping cultural norms in a	Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i>. Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i>. My fathers win lots of money).

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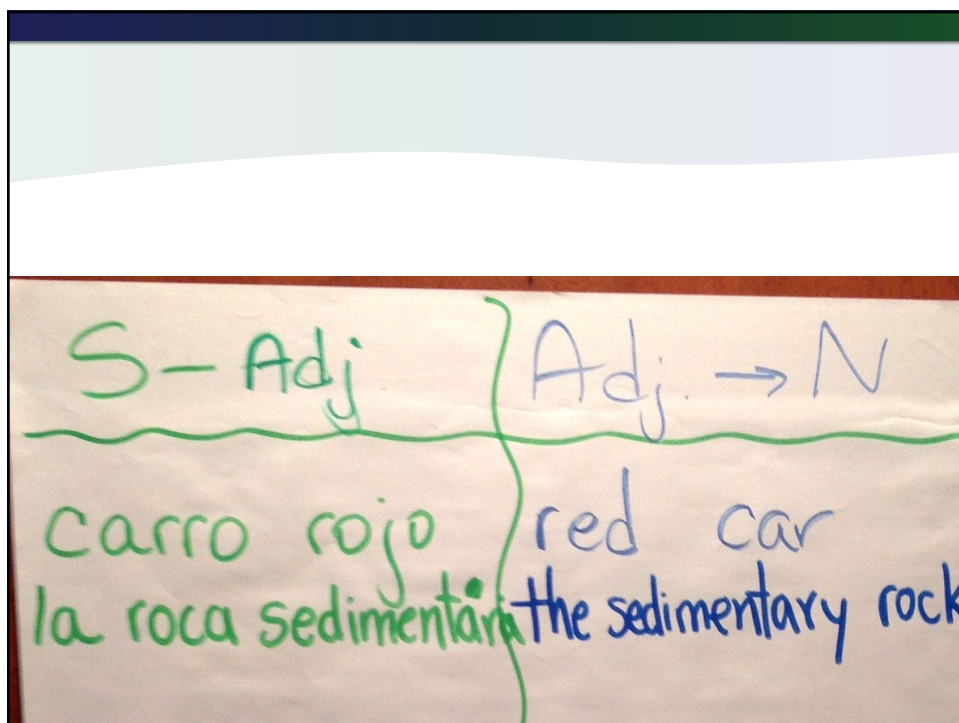
173

Syntax and Grammar

- Focus on rules that determine the order of words (syntax)
- Rules that determine the use of punctuation and grammar
 - The article (gender specific, masculine or feminine; gender neutral in English)
 - Punctuation: ¿?, ¡!
 - Titles: in Spanish only the first Word and nouns are capitalized. In English most of the words are capitalized
 - Possesion: In English, 's marks posesion, but in Spanish it is maked by “___ de ___”

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Area of Contrastive Analysis: Grammar

Indicating Possessive in English	Indicando el posesivo en español
Grandma's house Classroom's corner Car's headlight Teacher's pen Friend's locker	La casa de mi abuela La esquina del salón La luz del auto La pluma del maestro(a) El casillero del amigo

Area of Contrastive Analysis: Syntax

English Subject-Adjective Order: Syntax	Orden del sustantivo y el adjetivo: Sintaxis
My favorite game Black clock Red car	Mi juego favorito El reloj negro El carro rojo

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Sort

- Find examples of charts focused on **syntax**

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Metalinguistic Focus	
Syntax - word	Order
Spanish	English
Sustancia ¹ orgánica ²	organic ² substance ¹
energía ¹ solar ²	solar ² energy ¹
enlace ¹ químico ²	chemical ² bond ¹
Rule/	
Noun → Adjective	Adjective → Noun
1 2	2 1

178

Sort

- Find examples of charts focused on **grammar**

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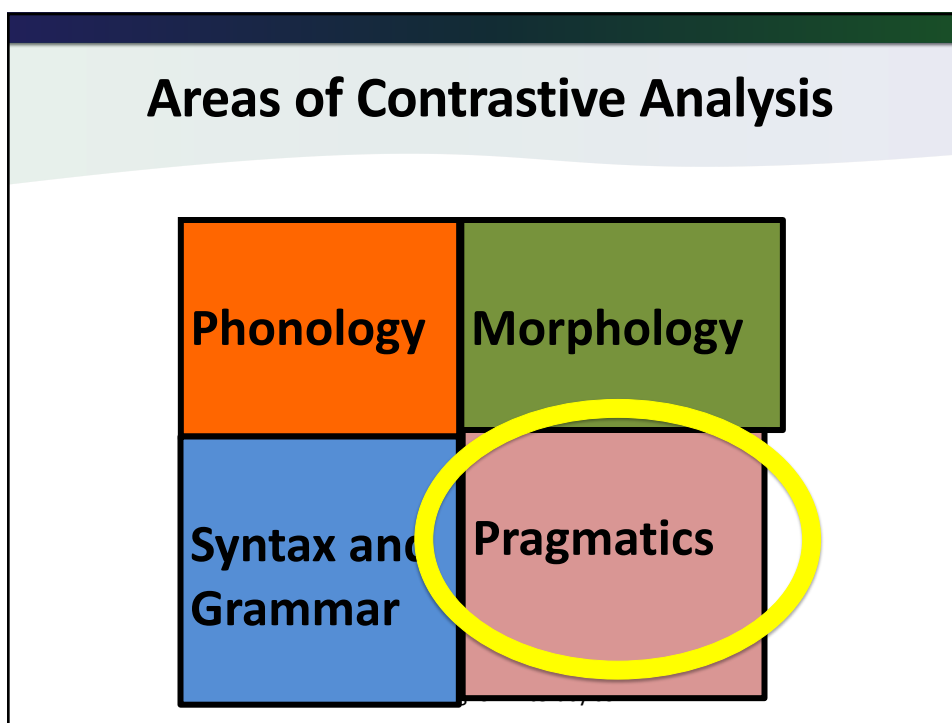
The image shows three handwritten Spanish grammar charts. The first chart on the left lists articles: 'El' (the), 'La' (the), and 'The' (the). The second chart in the middle lists articles: 'El', 'La', 'Los', and 'La'. The third chart on the right is titled 'Los plurales' and lists plural forms for various nouns.

Los plurales			
-s	-es	-es	-es
los apartamentos	los papeles	los peces	los peces
las casas	los animales	las veces	las veces
los títulos			

Plurals			
-s	-s	-es	-ies
books	titles	houses	communities
apartments	papers	buses	families
	dolls	winches	parties

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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/
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Pragmatics (language use) - Cultural norms or contexts that are reflected in language use. - Use of overlapping cultural norms in a bilingual context.	Questions about age avoid the word "old" in Spanish because it has negative connotations (<i>¿Cuántos años tienes?</i>) Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i> . Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i> . My fathers win lots of money).

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

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Metalinguistic Area of Focus:

Español

Voz pasiva:

Se necesita

Preposiciones:

Para calcular....

English

Active voice:

You need

Prepositions:

To calculate

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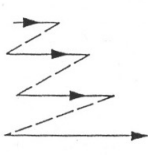
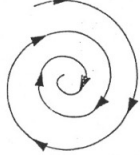
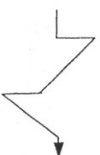
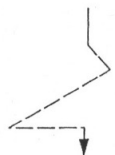
Phrases or Saying

- ¡Estoy encerrado afuera! (I am locked out).
- Me quedé sin llaves
- Cambié mi mente. (I changed my mind)
- Cambié de opinión

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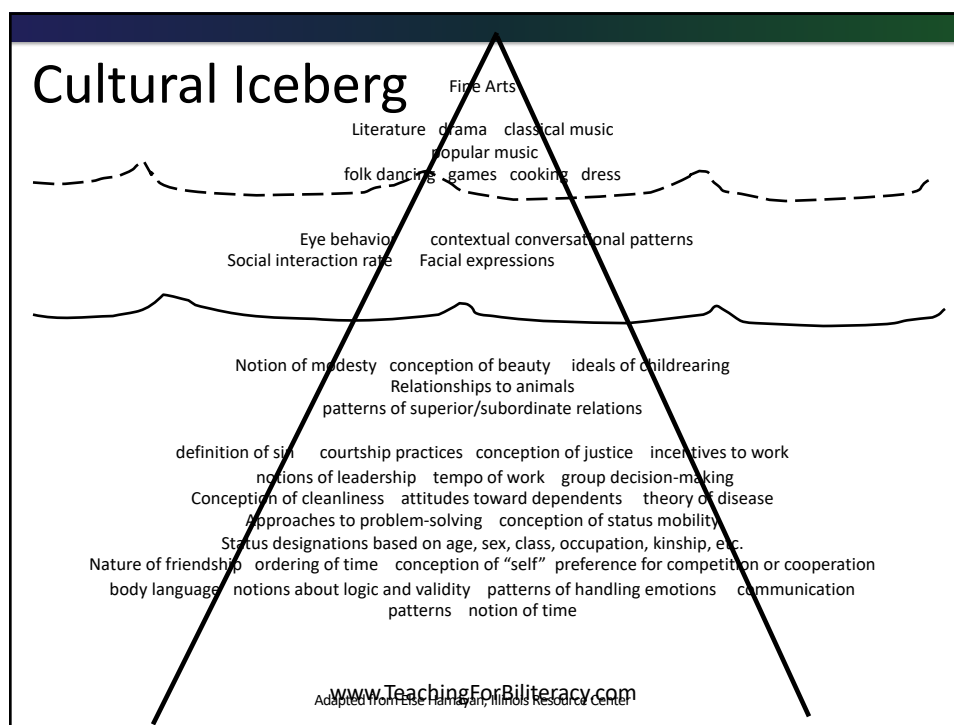
184

Discourse styles

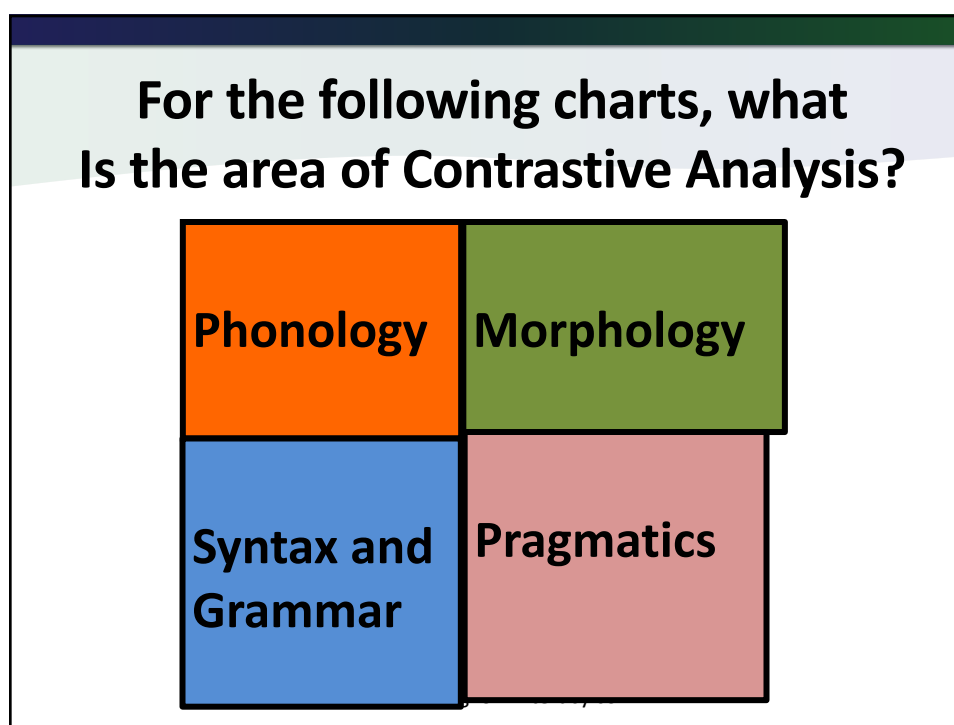
English	Semitic	Asian	Romance	Russian
				
"...linear, tolerating little deviation from one main path of expository development."	"...use parallel restatements of an idea to develop it."	"...spiral in around a thesis, avoiding a head on attack as too direct."	"...proceed to a point via digressive zigzags that, to English speakers, seem extraneous and confusing."	"...do likewise [as Spanish], but with complex mega-sentences."

Kaplan (1966), cited in Whitley, M. Stanley (2002). Spanish/English Contrasts: A Course in Spanish Linguistics. Washington, DC: Georgetown University Press.

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187

La puntuación	Punctuation
Titulos Las comunidades Sólo se usa mayúscula al iniciar la ^{el} título o con nombres propios. Signos de exclamación e interrogación ¡! ¿? Para marcar un diálogo —	Titles (The) Communities Upper case is used for all important words. Exclamation and question marks ! ? To indicate dialogue ((/

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<u>Español</u> Semilla sol flor	<u>Inglés</u> seed sun flower
--	--

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-ia	-ity
sedimentaria	sedimentary
complementaria	complementary
secretaria	secretary
f	ph

190

-dad	-ity
ciudad	city
humanidad	humanity
responsabilidad	responsibility

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Patrones del lenguaje:	
Español	Inglés
es-	s-
Palabras que siguen el patrón:	
Español	Inglés
especies	species
escuela	school
estudiante	student
especial	special
espantoso	spooky
espacio	space
estación	station
especialidad	specialty

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-tion	-ción
illustration	ilustración
communication	comunicación
celebration	celebración
multiplication	multiplicación

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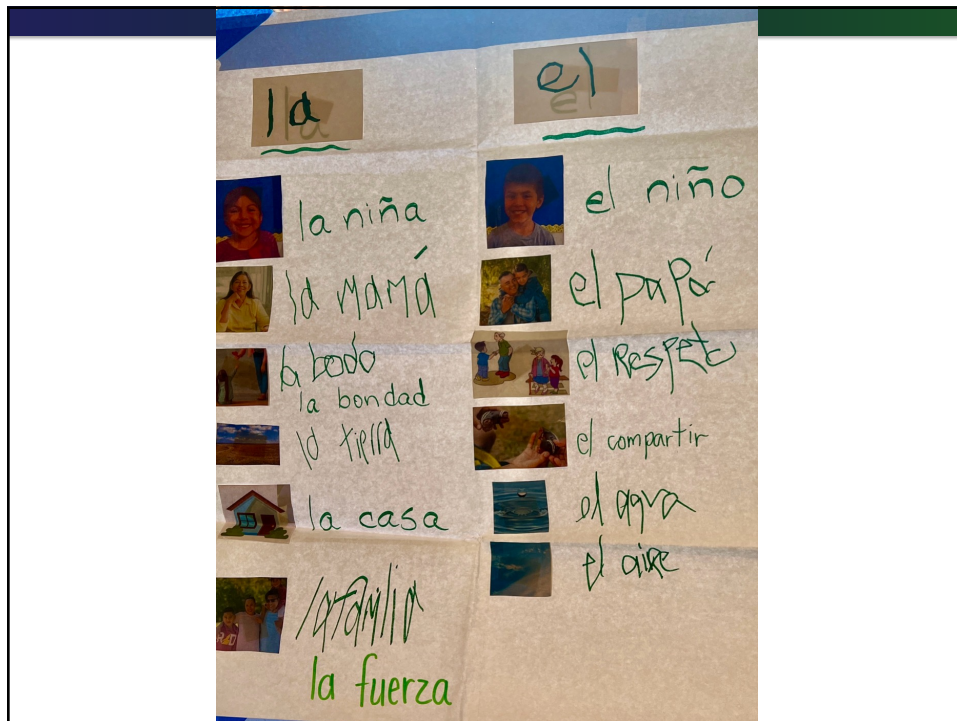
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<u>Los artículos</u>	<u>The Articles</u>
Las personas	The people
Las reacciones	The reactions
Las turbinas eólicas	The wind turbines
Los accidentes geográficos	The landforms
Los recursos naturales	The natural resources

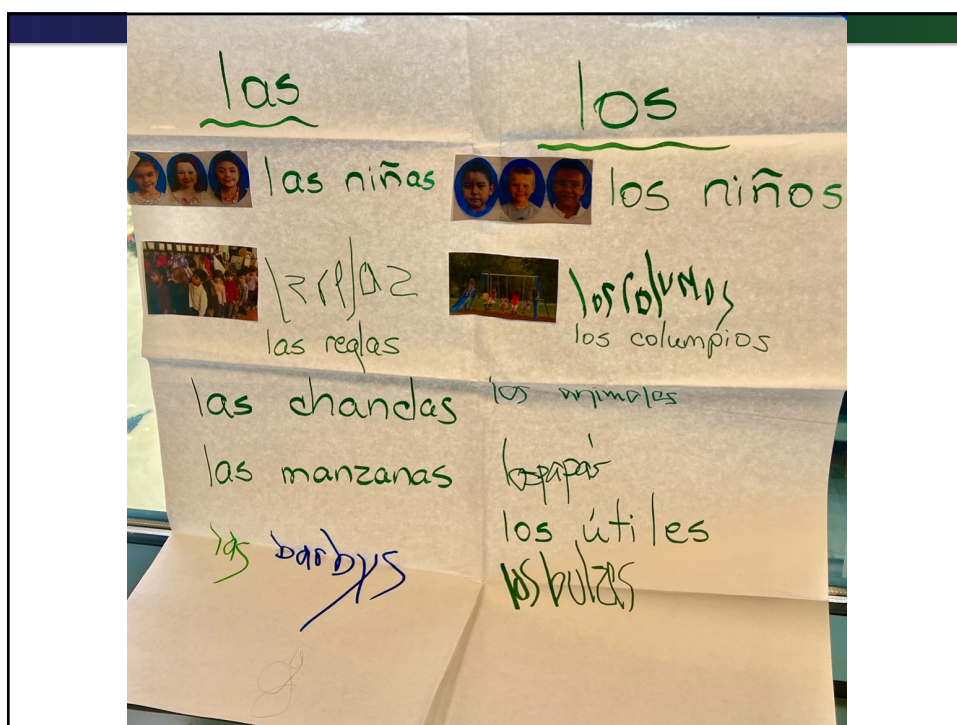
194

<u>Los artículos</u>	<u>The Articles</u>
El estado	The state
El problema	The problem
El mapa	The map
La energía	The energy
La mano	The hand
La geografía	The geography

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El	La	Le
El problema	La mano	Le niño
El enchufe	La energía	
Los	Las	Les
Las fuentes eléctricas	Las personas	Les personas
	Las comunidades	

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Two purposes:

Transfer:

Español	English
Los recursos naturales	Natural resources
Las fuentes de energía renovable	Renewable energy sources
Los paneles solares	Solar panels
La energía solar	Solar energy
Las turbinas eólicas	Wind turbines
Los combustibles fósiles	Fossil fuels

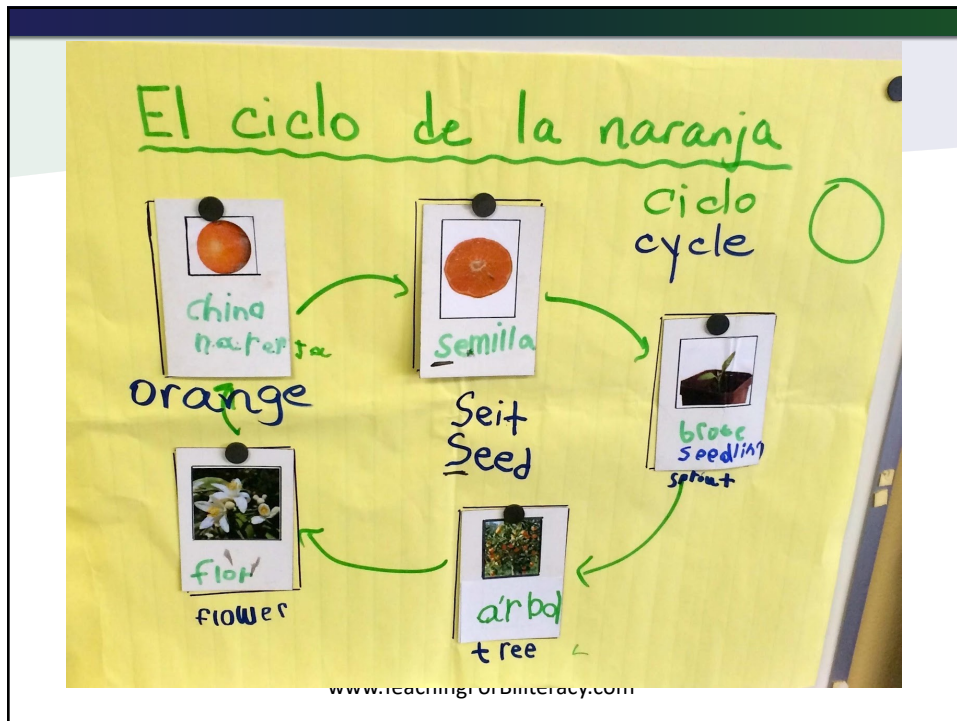
Contrastive Analysis:

(cross linguistic connection)

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

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Español

semilla
sol
flor

Inglés

seed
sun
flower

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201

Two purposes:

Transfer:



Contrastive Analysis:

(cross linguistic connection)

Español	Inglés
semilla	seed
sol	sun
flor	flower

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Two purposes :

Transfer:

el calor	the heat
las rocas	the rocks
las metamórficas	the metamorphic
la roca ígnea	the igneous rock
el cambio	the change
el proceso	the process
la roca sedimentaria	the sedimentary rock
el ciclo	the cycle
el medio ambiente	the environment
la erosión	the erosion
el viento	the wind
la presión	the pressure
la transformación	the transformation

Contrastive Analysis:

(cross linguistic connection)

-ia	-ty
sedimentaria	sedimentary
complementaria	complementary
secretaria	secretary
f	ph
filosofía	philosophy
teléfono	telephone
fotosíntesis	photosynthesis
Filadelfia	Philadelphia

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Match the transfer chart to its contrastive analysis chart

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Metalinguistic Focus		Syntax-word Order	
Spanish		English	
1 Sustancia	2 organica	2 organic	1 substance
1 energia	2 solar	2 solar	1 energy
1 enlace	2 químico	2 chemical	1 bond
Rule/		Rule/	
Noun→Adjective		Adjective→Noun	
1	2	2	1

205

Transfer :**Contrastive Analysis:****(cross linguistic connection)**

La clorofila	Chlorophyll	Metalinguistic Focus Syntax - word Order
La <u>clorofila</u> - que es una <u>sustancia organica</u> capta la <u>luz</u> <u>energía solar</u> (luz), la luz provoca la ruptura de la <u>molécula</u> de agua, es decir se rompe el <u>enlace</u> químico que une el <u>hidrógeno</u> con el <u>oxígeno</u> .	Chlorophyll is an <u>organic substance</u> that captures <u>(solar energy)</u> sunlight. The sunlight causes the water <u>molecule</u> to break apart. That means that the chemical bond that connects <u>hydrogen</u> with <u>oxygen</u> separates.	Spanish English 1 2 2 1 1 2 2 1 1 2 2 1 Rule Noun → Adjective Adjective → Noun

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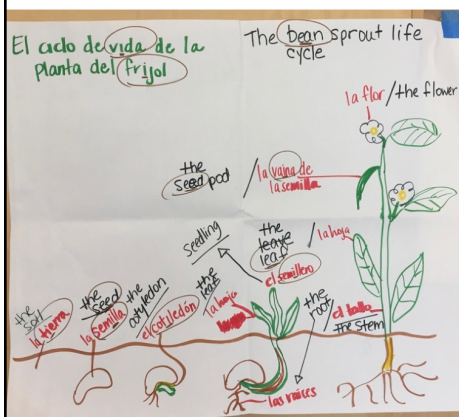
i	ea	ee
sem <u>i</u> lla	se <u>a</u>	se <u>e</u> d
ti <u>e</u> rra	te <u>a</u>	tre <u>e</u>
v <u>a</u> ina	re <u>a</u> d	thr <u>e</u> e
sem <u>i</u> llero	le <u>a</u> f	me <u>e</u> t
coti <u>e</u> lédón	me <u>a</u> t	coff <u>ee</u>
frij <u>i</u> l	be <u>a</u> n	
vi <u>d</u> a		

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Transfer :

Contrastive Analysis:

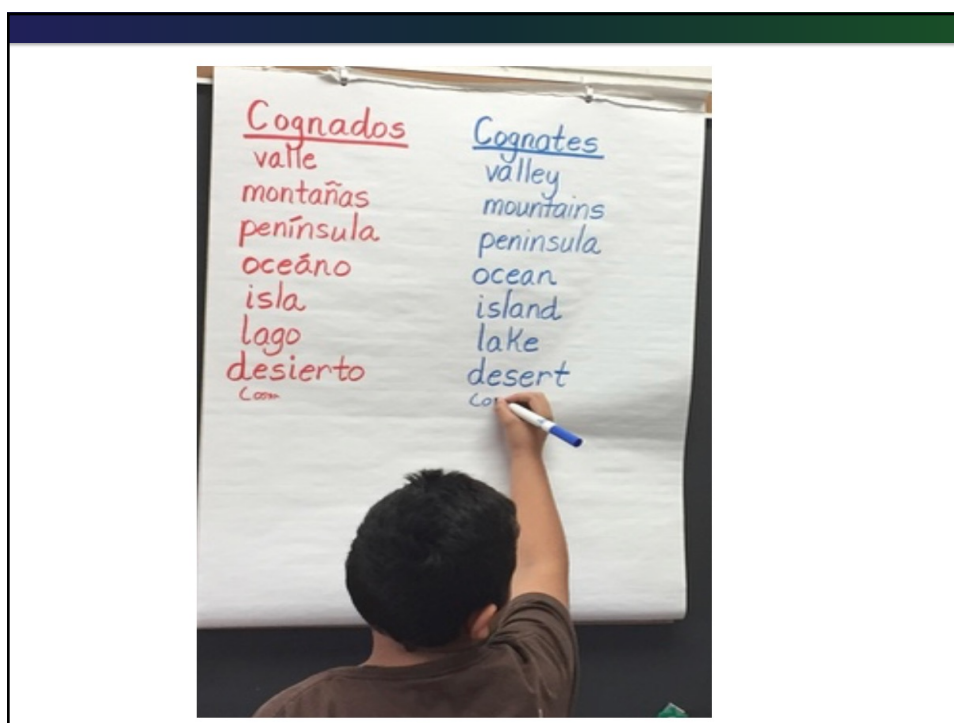
(cross linguistic connection)



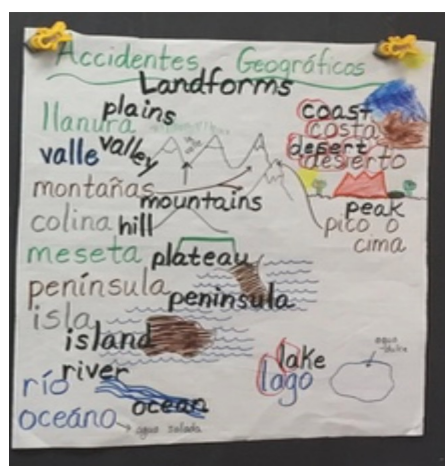
i	ea	ee
sem <u>i</u> lla	se <u>a</u>	se <u>ee</u>
ti <u>e</u> rra	te <u>a</u>	tre <u>ee</u>
vai <u>n</u> a	tea <u>u</u>	three <u>e</u>
sem <u>i</u> llero	re <u>a</u> d	me <u>e</u> t
coti <u>e</u> ludón	lea <u>f</u>	coff <u>ee</u>
frijol <u>i</u>	me <u>a</u> t	
vi <u>d</u> a	be <u>a</u> n	

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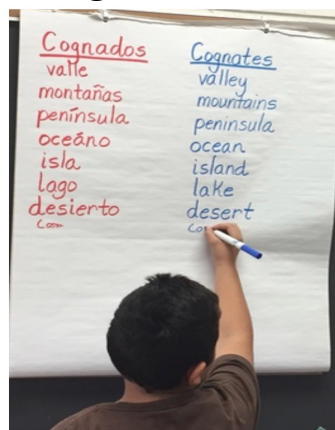
208



209

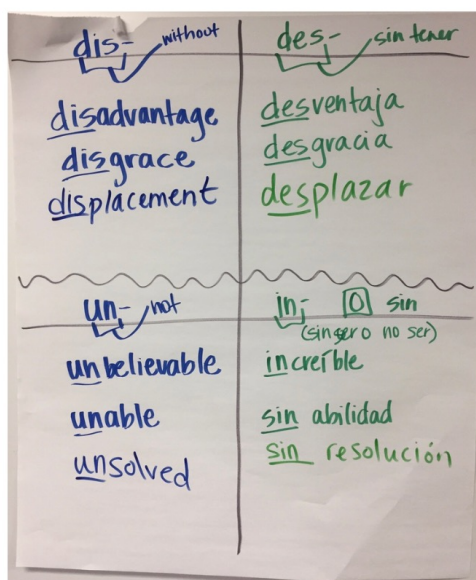
Transfer :**Contrastive Analysis:**

(cross linguistic connection)



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Transfer :

English	Español
<u>displacement</u>	<u>desplazamiento</u>
<u>resources</u>	<u>los recursos</u>
settlement	el asentamiento
Queen Elizabeth	Isabela la primera de Inglaterra
John White	John White
New World	el nuevo mundo
<u>unsolved</u>	<u>Sin resolución</u>
<u>Tension</u>	<u>tensión</u>
Immigrants	los inmigrantes
challenges	los retos
<u>natives</u>	<u>los nativos</u>

Contrastive Analysis:

(cross linguistic connection)

dis- without	des- sin tener
disadvantage	desventaja
disgrace	desgracia
displacement	desplazar
un- not	in- sin (singular no ser)
unbelievable	increíble
unable	sin habilidad
unsolved	sin resolución

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El	La	The
<u>el</u> movimiento		<u>the</u> movement
la fuerza	<u>la fuerza</u>	<u>the</u> force
	la acción	the action
	la silla	the chair
	la mesa	the table
el marador		the marker
el angel	la canasta	the basket
		the angle

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Transfer:

Español	English
el movimiento	the movement
jalar	to pull
la fuerza	the force
empujar	to push
la acción	the action

Contrastive Analysis:

(cross linguistic connection)

El	La	The
el movimiento	la fuerza	the movement
la fuerza	la acción	the force
	la silla	the action
	la mesa	the chair
el marcador	la canch	the table
el ángel		the marker
		the boxer
		the angle

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L	LL	L <u>same</u> LL	L silent
luna	llena	milk	full
artículo	amarillo	English	silly
		life	really
		language	
		lie	
			half
			calf

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Transfer:**Contrastive Analysis:**

(cross linguistic connection)

Español	English
el <u>sol</u> ?	the sun
la <u>rotación</u>	the <u>rotation</u>
la <u>luna llena</u>	the <u>full moon</u>
a <u>luna menguante</u>	the <u>waning moon</u>
la <u>media luna</u>	the <u>half moon</u>
as <u>fases de la luna</u>	the <u>phases of the moon</u>
a <u>luna nueva</u>	the <u>new</u> moon
a <u>luna creciente</u>	the <u>waxing moon</u>

L	LL	L → LL	LL	L silent
luna	llena	milk	full	half
artículo	amarillo	English	silly	calf
		life	really	
		language		
		lie		

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El	La	Los	Las	the
el <u>cuento</u>				the story
		los <u>personajes</u>		the characters
	la <u>autora</u>			the author
			las <u>autoras</u>	the authors

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Transfer:

en Español	In English
el cuento	the story
los personajes	the characters
el título	the title
el autor	the author
la autora	the author
el ambiente	the setting
el ilustrador	the illustrator

Contrastive Analysis:

(cross linguistic connection)

El	La	Los	Las	the
el cuento				the story
		los personajes		the characters
	la autora			the author
			las autoras	the authors

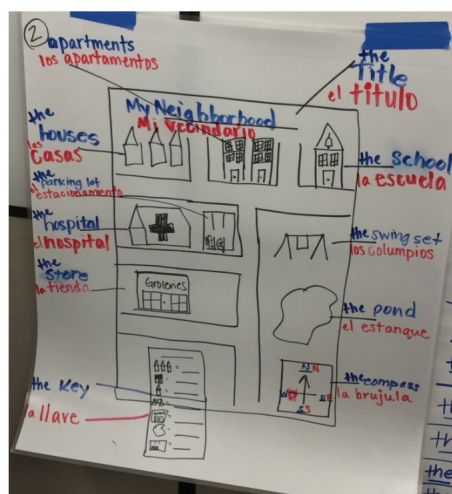
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Los plurales			
-s	-es	-es	-ies
los apartamentos	papeles	Luces	
las casas	los animales	peces	
los títulos		Las veces	
Plurals			
-s	-s	-es	-ies
books	titles	houses	communities
apartments	papers	buses	families
	dolls	lunches	parties

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Transfer:



Contrastive Analysis:

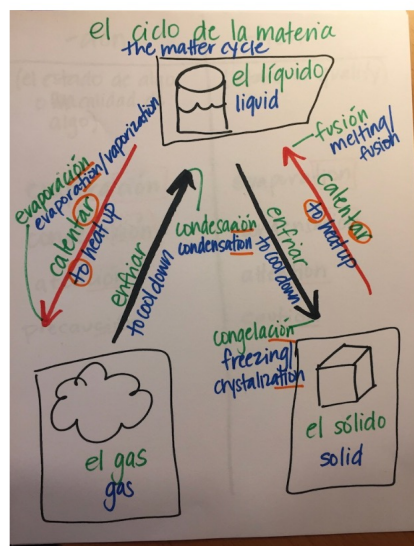
(cross linguistic connection)

Los plurales			
-s	-es	-es	-es
los apartamentos	los animales	los animales	los animales
las casas	los animales	los animales	los animales
los títulos	los animales	los animales	los animales
Plurals			
-s	-s	-es	-ies
books	titles	houses	communities
apartments	papers	buses	families
	dolls	lunches	parties

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-ción	-tion
(el estado de algo o una calidad de algo)	(state or quality)
evaporación	evaporation
condensación	condensation
atención	attention
precaución	caution

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Transfer:**Contrastive Analysis:**

(cross linguistic connection)

-ción	-tion
(el estado de algo o una calidad de algo)	(state or quality)
evaporación	evaporation
condensación	condensation
atención	attention
precaución	caution

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Stand and Share

- Today, I learned that _____.
- I was surprised by _____.
- I wonder _____.

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