

The Bridge

Sample for PreK-2nd Grades



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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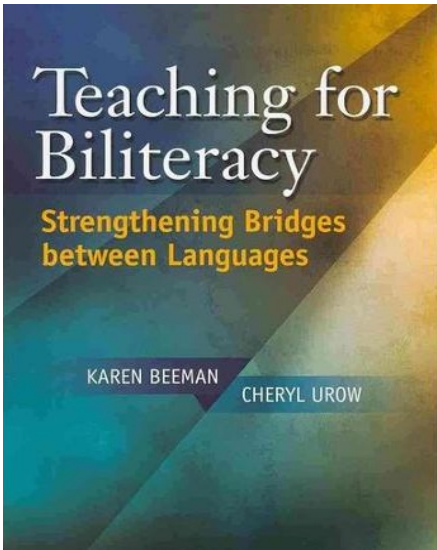


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Biliteracy Unit Framework		
Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension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

Formative Assessment

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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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Unit Theme: - Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas - Summative Assessment			Formative Assessment
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.			
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Strategic Pairing and Grouping



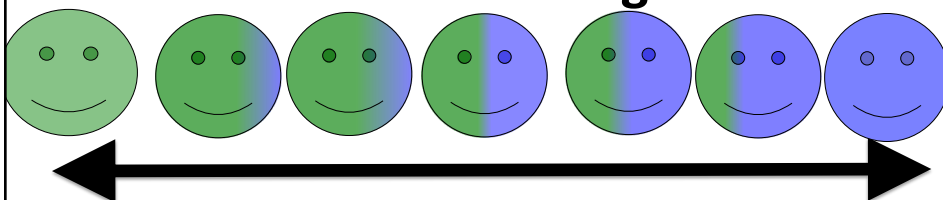
Teaching for Biliteracy includes strategic pairing using a number of different variables.

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In this session we will experience English dual language and biliteracy instruction at the kindergarten level...



These are the students I can expect to have in my classroom...

But not much longer!

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

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Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6

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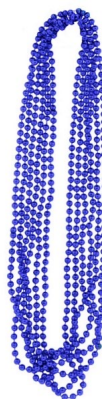
Language Use Norms

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

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Marking the Language of Instruction



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The Events

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

The Emotions

happy

sad

excited

mad

scared

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Our face

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



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Different events may cause our **emotions** to **change**.

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The Bridge Transfer Chart

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

Step 2



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

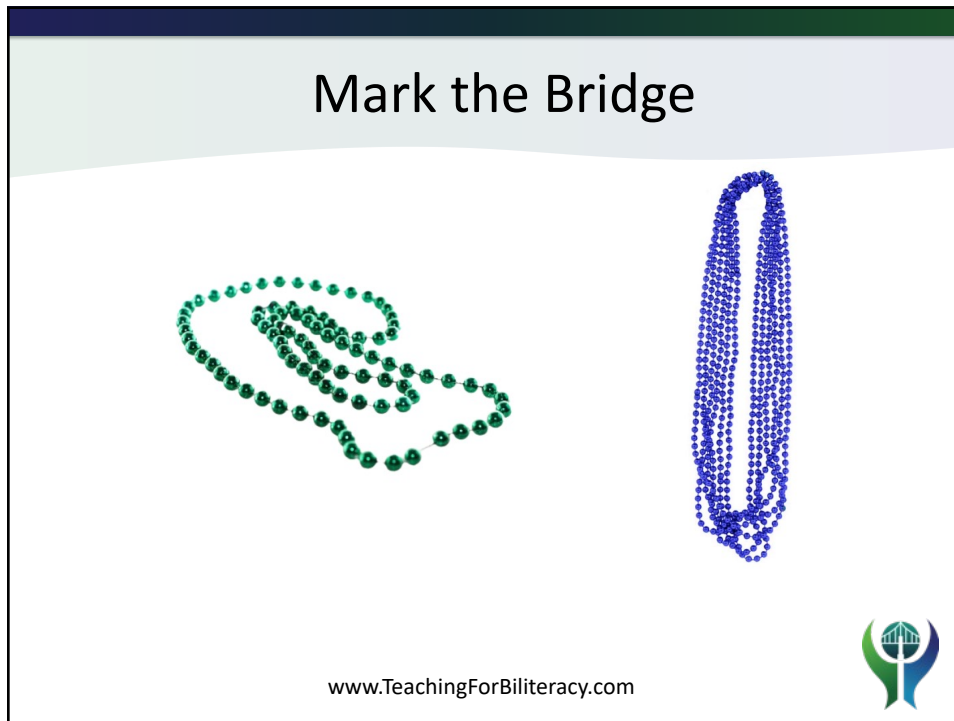
Step 3



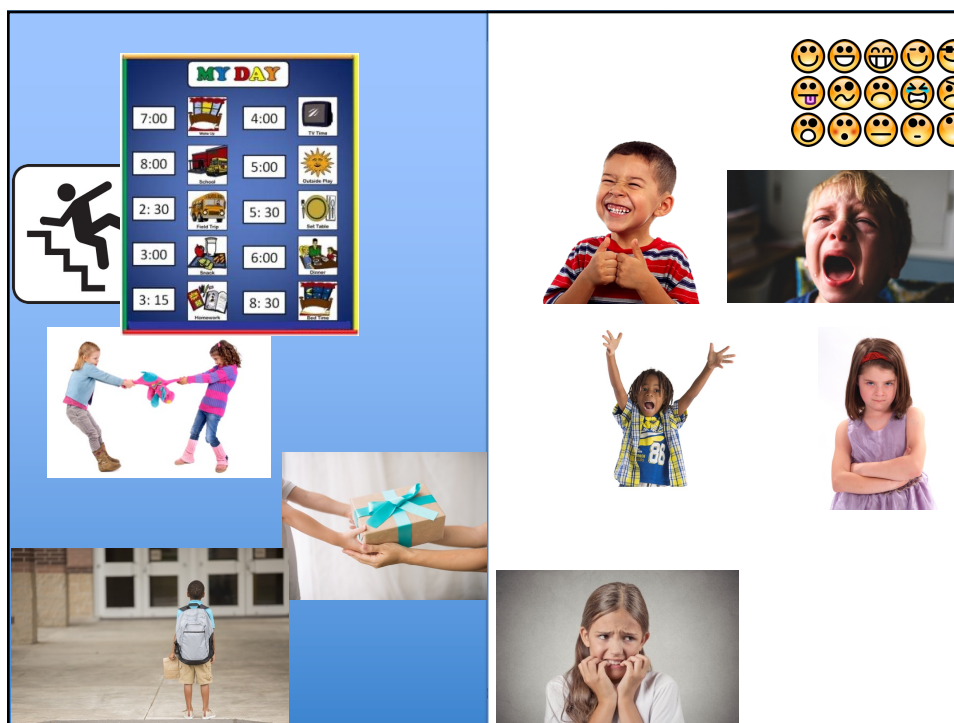
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Los acontecimientos

Las emociones

feliz

triste

emocionado/a

enojado/a

asustado/a

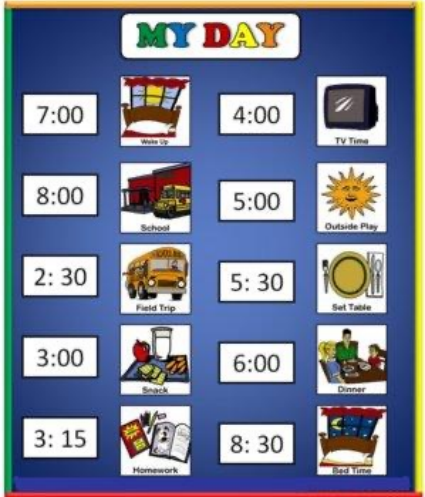
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La cara

y el cuerpo pueden
mostrar las
emociones.

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Los acontecimientos diferentes pueden hacer que cambien las emociones.

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

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Step 4



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Contrastive Analysis: Grammar (Articles)

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

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Step 5



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Contrastive Analysis: Pragmatics

Spanish has gender

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

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El perro se siente _____.

El niño se siente _____.

El niño y el perro se sienten _____.

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

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Step 6



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 - The Bridge Sort
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Unit Theme:

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

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	
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Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics	

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Assessment

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Planning for the Bridge	
1. Review in the language of instruction p. 41	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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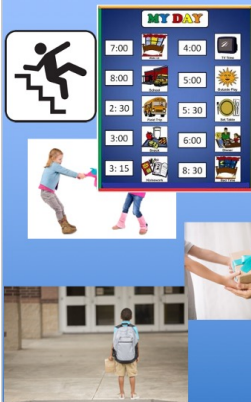
The Bridge - Step 1: Review in the Language of Instruction

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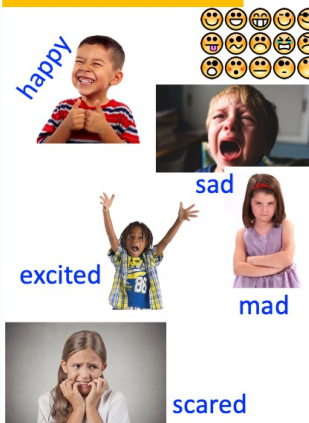


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The Events



The Emotions



Step 1

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The Bridge - Step 1:

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

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The Bridge																																																
Bridge Transfer Side by Side with pictures	Bridge: Transfer Practice (includes Listening, Reading, and Speaking)	Bridge: Contrastive Analysis																																														
Step 1: In English, review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have been changed and/or lengthened). a partner the important words they learned throughout the unit. - Elicit and list the important words that students generate in blue on the left of a t-chart. Step 3: In Spanish, engage in the same TPR. Step 4: Once students have engaged in the TPR to the point that oracy has been built in Spanish and students have the academic language in Spanish, the teacher leads the students in adding the Spanish equivalent to the t-chart in green. Anticipated Bridge Transfer Chart: <table border="1"> <thead> <tr> <th>English</th> <th>Picture</th> <th>Español</th> </tr> </thead> <tbody> <tr> <td>The emotions</td> <td></td> <td>Las emociones</td> </tr> <tr> <td>happy</td> <td></td> <td>feliz</td> </tr> <tr> <td>sad</td> <td></td> <td>triste</td> </tr> <tr> <td>mad</td> <td></td> <td>enojado/a</td> </tr> <tr> <td>excited</td> <td></td> <td>emocionado/a</td> </tr> <tr> <td>scared</td> <td></td> <td>asustado/a</td> </tr> <tr> <td>confused</td> <td></td> <td>confundido/a</td> </tr> <tr> <td>I feel...</td> <td></td> <td>Me siento...</td> </tr> <tr> <td>The face</td> <td></td> <td>La cara</td> </tr> <tr> <td>The body</td> <td></td> <td>El cuerpo</td> </tr> <tr> <td>The events</td> <td></td> <td>Los acontecimientos</td> </tr> </tbody> </table>	English	Picture	Español	The emotions		Las emociones	happy		feliz	sad		triste	mad		enojado/a	excited		emocionado/a	scared		asustado/a	confused		confundido/a	I feel...		Me siento...	The face		La cara	The body		El cuerpo	The events		Los acontecimientos	Step 1 After sufficient acquisition of vocabulary in Spanish, the class writes, reads, and acts out a collaborative "Choose Your Adventure" story. The teacher writes 5-6 potential events in Spanish and puts them in a hat. Student volunteers choose the event blindly to decide upon the order. <i>For example:</i> - El perro encuentra un hueso durante la caminata. - El niño no puede encontrar a su perro. - El perro no puede encontrar a su dueño. - El perro y el niño se abrazan. - El niño se cae durante la caminata. After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames can be provided: El niño se siente ____. El perro se siente ____. El perro y el niño se sienten ____. The teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event and	Step 5: While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. - Syntax and grammar - Articles in both English and Spanish. <table border="1"> <thead> <tr> <th>English</th> <th>Español</th> </tr> </thead> <tbody> <tr> <td>The emotions</td> <td>Las emociones</td> </tr> <tr> <td>The face</td> <td>La cara</td> </tr> <tr> <td>The events</td> <td>Los acontecimientos</td> </tr> <tr> <td>The body</td> <td>El cuerpo</td> </tr> </tbody> </table> L.K.1 g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas). or - Pragmatics – Some descriptions in Spanish change the last letter based on gender: - If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada." - If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."	English	Español	The emotions	Las emociones	The face	La cara	The events	Los acontecimientos	The body	El cuerpo
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Condensed BUF p. 16

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

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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 During Time

English During Time

English

The emotions

The events

happy

sad

excited

scared

mad

picture/foto

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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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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 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

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
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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
The next day...	Step 3 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 · Oracy development · Math skills and practice · Reading and writing as applied to math	SPANISH
12:45 – 2:00	Steps 1-2 Start new ELA/Universal Theme unit	ENGLISH
2:00 – 3:00		

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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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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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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.
- 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:

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

The Bridge

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

Students practice the TPR in Spanish for listening and speaking.

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

For example:

- El perro encuentra a un niño caminando.
- El niño se siente asustado.
- El perro se siente feliz.
- El niño se siente enojado.

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

Bridge: Contrastive Analysis
Step 5:

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

- Syntax and grammar

Articles in both English and Spanish.

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

Los adjetivos determinados e indefinidos concuerdan con la concordancia de género y número del sustantivo (ejemplo: la mesa, las sillas, un niño, las 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
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English	Español
The emotions	Las emociones
The face	La cara
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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

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

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

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

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

Step 5

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 an 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, using the Transfer Chart. If needed, sentence frames are provided:

El niño se siente ____.

El perro se siente ____.

El perro y el niño se sienten ____.

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

Bridge: Contrastive Analysis
Step 5:

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
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The body	El cuerpo

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- 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."
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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 6: Continued Practice in the Other Program Language

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Elige la aventura:

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

El perro se siente _____.

El niño se siente _____.

El niño y el perro se sienten _____.

Step 6



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The Bridge - Step 6:

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

Planning for the Bridge

- Review in the language of instruction
- #### English During Time

Events

Emotions
- #### Spanish During Time

Los eventos

Las emociones

Spanish During Time

English	Spanish
The emotions	Las emociones
happy	feliz
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scared	asustado/a
confused	confundido/a
I feel...	Me siento...
The face	La cara
The body	El cuerpo

- #### English During Time

English

The emotions

The events

happy

sad

excited

scared

mad

picture/photo
- #### Spanish During Time

English

The emotions

The face

The events

The body

Español

Las emociones

La cara

Los acontecimientos

El cuerpo

Spanish Teacher or

- #### Spanish During Time

Los eventos

Las emociones
- #### Spanish During Time

Los eventos

Las emociones

Spanish During Time

El perro se siente

El niño se siente

El niño y el perro se sienten

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Step 6

Bridge Transfer Side by Side with pictures Steps 1, 2, 3, 4:		Bridge: Transfer Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6:	Contrastive Analysis Step 5:																																														
Step 1: In English, review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have been changed and/or lengthened). Step 2: In English, ask students to discuss with a partner the important words they learned throughout the unit. Step 3: In English, list the important words that students generate in blue on the left of a t-chart. Step 4: In Spanish, engage in the same TPR. Once students have engaged in the TPR to the point that oracy has been built in Spanish and students have the academic language in Spanish, the teacher leads the students in adding the Spanish equivalent to the t-chart in green. Anticipated Bridge Transfer Chart: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th>English</th> <th>Picture</th> <th>Español</th> </tr> </thead> <tbody> <tr><td>The emotions</td><td></td><td>Las emociones</td></tr> <tr><td>happy</td><td></td><td>feliz</td></tr> <tr><td>sad</td><td></td><td>triste</td></tr> <tr><td>mad</td><td></td><td>enojado/a</td></tr> <tr><td>excited</td><td></td><td>emocionado/a</td></tr> <tr><td>scared</td><td></td><td>asustado/a</td></tr> <tr><td>confused</td><td></td><td>confundido/a</td></tr> <tr><td>I feel...</td><td></td><td>Me siento...</td></tr> <tr><td>The face</td><td></td><td>La cara</td></tr> <tr><td>The body</td><td></td><td>El cuerpo</td></tr> <tr><td>The events</td><td></td><td>Los acontecimientos</td></tr> </tbody> </table>		English	Picture	Español	The emotions		Las emociones	happy		feliz	sad		triste	mad		enojado/a	excited		emocionado/a	scared		asustado/a	confused		confundido/a	I feel...		Me siento...	The face		La cara	The body		El cuerpo	The events		Los acontecimientos	Step 6: Students practice the TPR in Spanish for listening and speaking. After sufficient acquisition of vocabulary in Spanish, the class writes, reads, and acts out a collaborative "Choose Your Adventure" story. The teacher writes 5-6 potential events in Spanish and puts them in a hat. Student volunteers choose the event blindly to decide upon the order. <i>For example:</i> - El perro encuentra un hueso durante la caminata. - El niño no puede encontrar a su perro. - El perro no puede encontrar a su dueño. - El perro y el niño se abrazan. - El niño se cae durante la caminata. After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames can be provided: <i>El niño se siente ____.</i> <i>El perro se siente ____.</i> <i>El perro y el niño se sienten ____.</i> The teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event and reaction is added. The class then reads the whole	Step 5: While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax and grammar Articles in both English and Spanish. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th>English</th> <th>Español</th> </tr> </thead> <tbody> <tr><td>The emotions</td><td>Las emociones</td></tr> <tr><td>The face</td><td>La cara</td></tr> <tr><td>The events</td><td>Los acontecimientos</td></tr> <tr><td>The body</td><td>El cuerpo</td></tr> </tbody> </table> e.g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: los perros, los libros, la mesa, las sillas, un niño, los niños, una niña, unas niñas). or Pragmatics – Some descriptions in Spanish change the last letter based on gender: If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada." If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."	English	Español	The emotions	Las emociones	The face	La cara	The events	Los acontecimientos	The body	El cuerpo
English	Picture	Español																																															
The emotions		Las emociones																																															
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Sample Bilingual Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
The next day...	Steps 3-6	SPANISH
	Continue with SS/SLA or Sci/SLA unit	
10:30 – 11:00	Intervention Block	Language identified by the teacher(s) and based on student need.
11:00 – 12:00	Specials	If possible, half are offered in Spanish and half in English - by teacher
12:00 – 12:45	Lunch	Student choice
12:45 – 2:00	Math in Spanish - Oracy development - Math skills and practice - Reading and writing as applied to math	SPANISH
2:00 – 3:00	Steps 1-2	ENGLISH
	Start new ELA/Universal Theme unit	

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English to Spanish Bridge	
Implementing the Bridge – step-by-step	
1. Review in the language of instruction	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
Spanish Teacher or During Spanish Time	Spanish Teacher or During Spanish Time



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

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



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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:30	Bridge from Spanish to English 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

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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
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			Formative Assessment
Whole Group activity: Read Alouds, Shared Writing, Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)			
Centers: Guided Play (changes based on the theme): - Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc. - Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) - Skills: problem solving, 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

**Only a
Transfer
Chart is
created**

Jugar con amigos } Playing with friends

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



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PreK/TK Contrastive Analysis



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The Bridge in PreK/TK

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 in the language of instruction	6. Continued Extension - Continued practice in the language of instruction
Spanish Teacher or During Spanish Time	Spanish Teacher or During Spanish Time

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

Step 6:
Emphasis
on listening
and
speaking
in TK

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Agenda:

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

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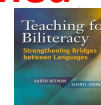
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Identify and Describe the Bridge

The Bridge is...

...**the instructional moment when teachers bring the two languages together** to encourage students to explore the similarities and differences in the phonology (sound system), morphology (word formation), syntax and grammar (word order), and pragmatics (language use), that is, to undertake contrastive analysis and **transfer what they have learned from one language to the other.**

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Identify and Describe the Bridge

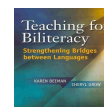
The Bridge is...

...the instructional moment when teachers bring the two languages together...

What does this mean the Bridge is?

The Bridge is...

- a planned instructional moment
- planned by teachers at the beginning of a unit of instruction
- planned to occur at the end of a robust unit of instruction
- in both program languages



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Structures

The BRIDGE within the Biliteracy Unit Framework (BUF)

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

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Unit Theme:

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

Building Oral Background Knowledge

- Academic listening and speaking
- Developing background knowledge at the beginning

Reading Comprehension

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

Foundational Skills and Language: Word Recognition

- Background knowledge, and language comprehension
- Phonics, Phonology, Decoding, Encoding
- Oracy
- Vocabulary, background knowledge, syntax, and semantics

Summative Assessment

- Illustration
- Side by Side or
- Así se dice

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

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics

Assessment

The Bridge occurs once students have engaged in oracy, inquiry, reading and writing, and word study about the concept in one language and have been assessed on the concept in that same language -

Bilinguals don't have to learn concepts twice!

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Unit Theme:

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

Building Oral Background Knowledge

- Academic listening and speaking
- Developing background knowledge at the beginning

Reading Comprehension

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

Writing

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

Foundational Skills and Language: Word Recognition

- Background knowledge, and language comprehension
- Phonics, Phonology, Decoding, Encoding
- Oracy
- Vocabulary, background knowledge, syntax, and semantics

Summative Assessment

- Illustration
- Side by Side or
- Así se dice

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

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics

Assessment

The Bridge leverages the power of bilingualism by being pre-planned by the teacher to come at the end of a multi-week, interdisciplinary unit of study.

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This is the goal of biliteracy –
students who are bilingual
and biliterate.



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Bilinguals who understand how their
two languages are **similar** and
different achieve *higher levels of
academic success in both languages.*

Dressler et al, 2011,
Jiménez, García, and Pearson, 1996.



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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

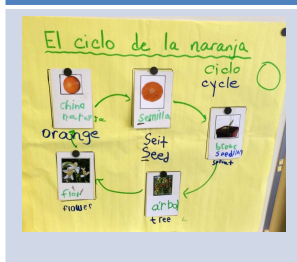
Three Types of Bridges: Part One of the Bridge

Illustration	Side-by-Side	Así se dice
Texto informativo International Text Titulo Title La semana Personajes Characters Secuencia Sequence Eventos Events Primero First Luego then Al final finally Problema Problem Solución Solution	Titulo Title escenario Setting Personajes Characters Secuencia Sequence Eventos Events Primero First Luego then Al final finally Problema Problem Solución Solution	Para calcular el perímetro se necesitan (sumar) los números para (sumar) todos (y/o) To calculate the perimeter you need to know all the numbers to add them together.

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Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

Titulo	Title
escenario	Setting
Personajes	Characters
Secuencia	Sequence
eventos	events
Primero	First
luego	next, then
al final	finally
Problema	Problem
Solución	Solution

Así-se-Dice

Construcción de Agua	Water Construction
Yo sé que el agua tiene un ciclo. Aparte de hielo, tiene formas como sólida, líquida, y evaporada. Un ejemplo de agua en forma sólida es el Hielo de Suecia. Cuando el hielo se derrite, el agua se convierte en forma líquida. Luego, cuando el sol calienta la tierra, el agua se evapora en forma de gas.	I know that water goes through a cycle. Aside from having a solid form, water also has other (ad. forms) like solid, liquid, and gas. An example of water in solid form is the ice found in Sweden. When the ice melts, the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.

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

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

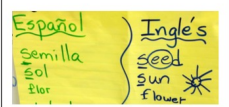
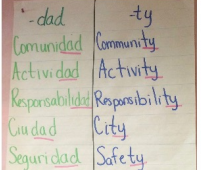
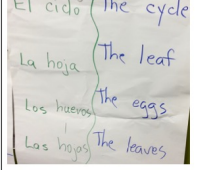
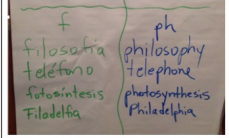
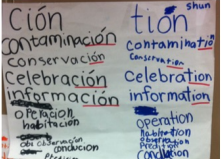
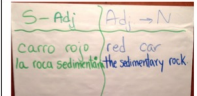
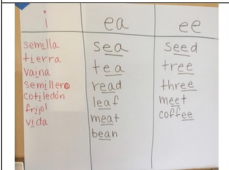
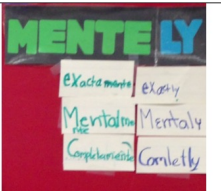
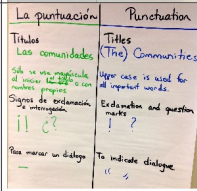
Four Areas of Contrastive Analysis

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
		
		
		

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

Kindergarten: CCSS for Language Arts – Foundational Skills



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

Kindergarten: CCSS for Language Arts – Language Standards



90

Christmas **por David**

What area of contrastive analysis would help this student?

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

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92

Christmas por David

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Christmas por David

What area of contrastive analysis would help this student?

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

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What area of Contrastive Analysis would help David?

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



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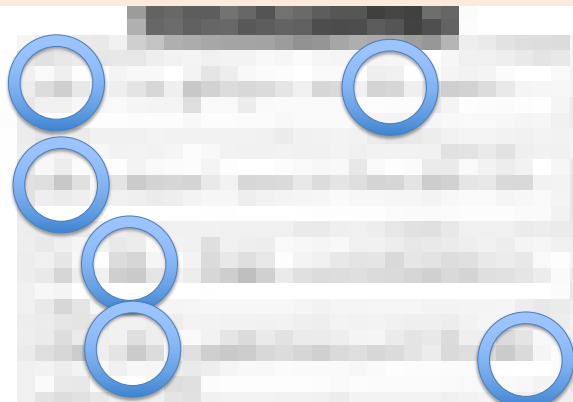
95



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



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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

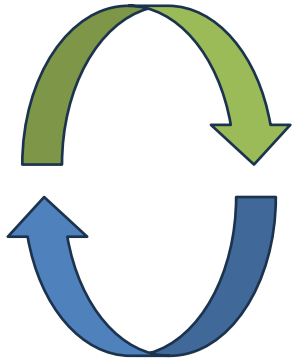
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98

The Two Purposes of the Bridge

Transfer



Contrastive Analysis

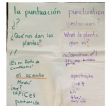


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Characteristics of the Bridge for Biliteracy

Two Purposes		
Transfer  Contrastive Analysis    		
Two Charts		

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Transfer Chart → **Contrastive Analysis Chart**

Handwritten notes on the Transfer Chart include: 'THE BRIDGE' above 'the egg', 'the butterfly', 'eats', 'lays', 'grow', 'hatches', 'the chrysalis', 'the caterpillar', 'the cycle', 'the leaves', 'the eggs', 'the leaf', and 'the plant'. The Contrastive Analysis Chart includes 'Metalinguistic Charts' and 'Cognates'.

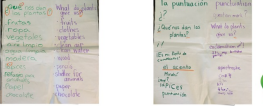
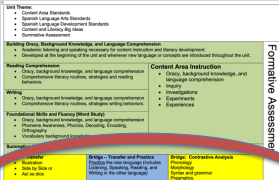
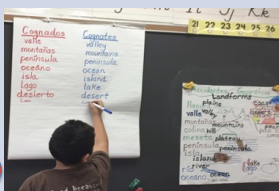
101

Characteristics of the Bridge for Biliteracy

Two Purposes	Happens at the END of the Unit	
Two Charts		

102

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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Agenda:

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

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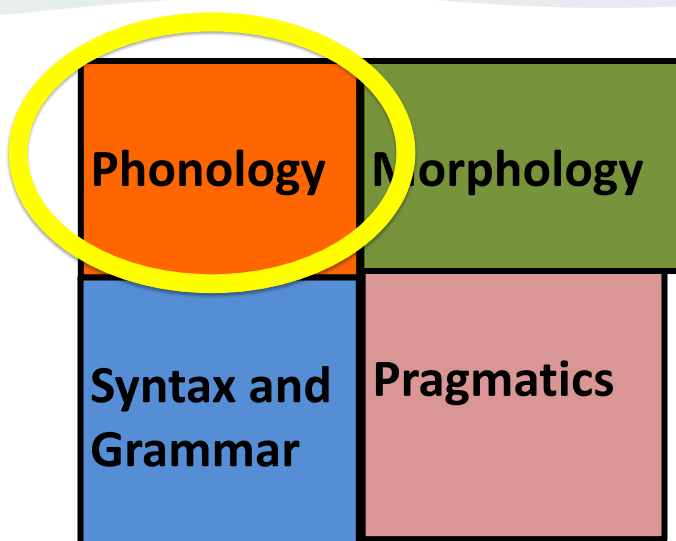
Bridge Sort: Matching Transfer and Contrastive Analysis



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Areas of Contrastive Analysis



106

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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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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110

Use student names to learn letter sounds

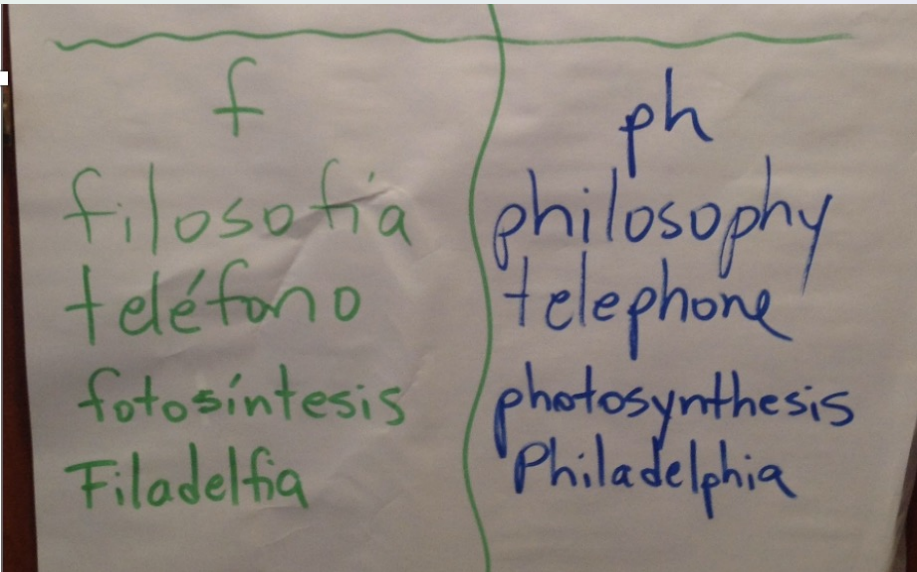
En español	En inglés
A - Ana	A – Amy
E – Eleazar	E – Elaine
I – Isabel	I – Ivan
O - Oscar	O - Olivia
U -Ulises	U - Upton

111

Intermediate Grades

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f	ph
filosofía	philosophy
teléfono	telephone
fotosíntesis	photosynthesis
Filadelfia	Philadelphia

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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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114

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)	

116

Sort

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

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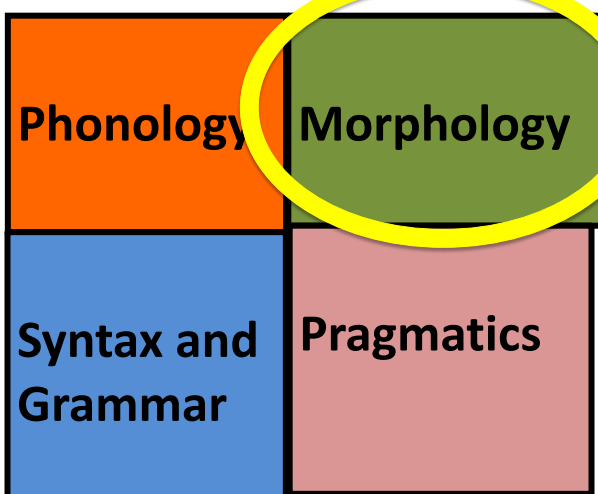
117

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

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

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Areas of Contrastive Analysis



119

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>)
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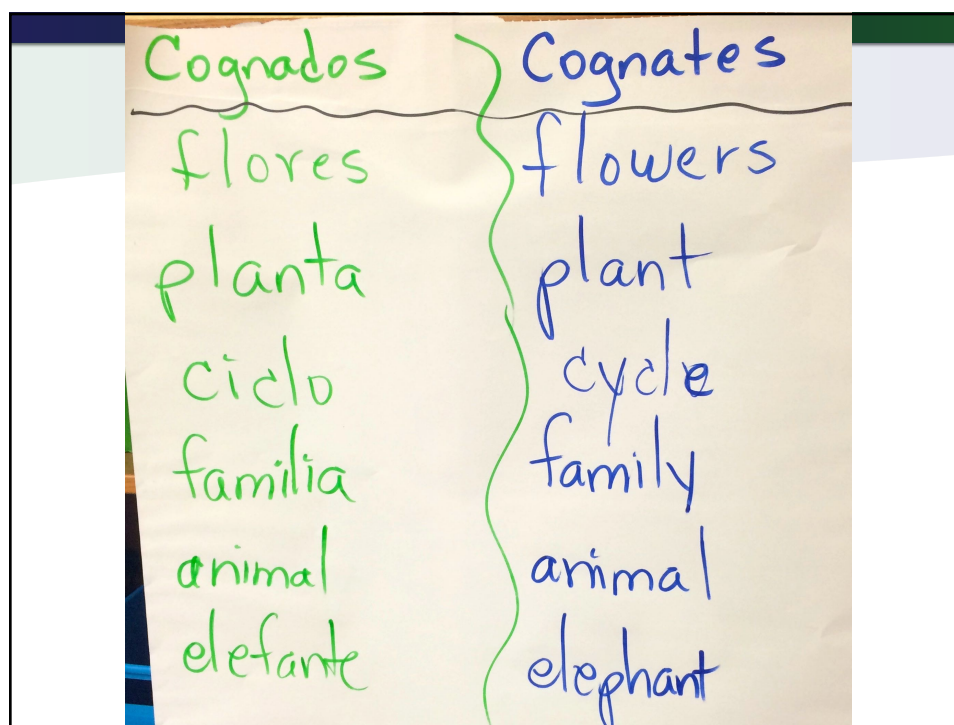
120

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
 - Sufixes

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Sort

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

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Cognados

valle	valley
montañas	mountains
península	peninsula
océano	ocean
isla	island
lago	lake
desierto	

Cognates

valle	valley
montañas	mountains
península	peninsula
océano	ocean
isla	island
lago	lake

dis- without

disadvantage	desventaja
disgrace	desgracia
displacement	desplazar

des- sin tener

disadvantage	desventaja
disgrace	desgracia
displacement	desplazar

-ción (el estado de algo o una calidad de algo)

evaporación	evaporation
condensación	condensation
atención	attention
precaución	caution

-tion (state or quality)

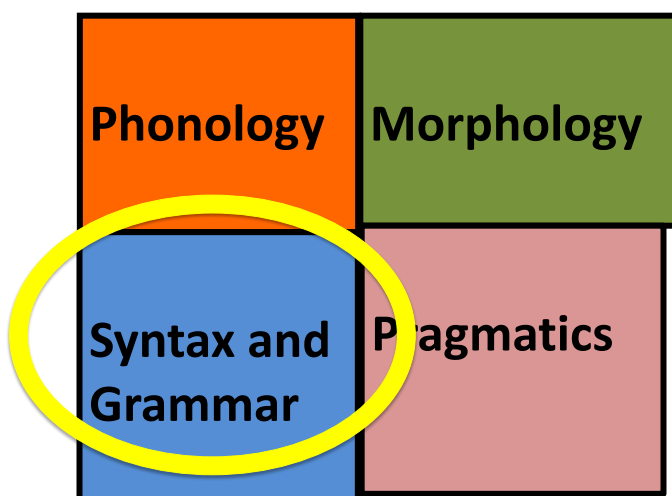
evaporación	evaporation
condensación	condensation
atención	attention
precaución	caution

in- [o] sin (sin tener o no ser)

increíble	sin
sin habilidad	sin
sin resolución	sin

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Areas of Contrastive Analysis



125

Four Areas of Contrastive Analysis: Part Two of the Bridge	
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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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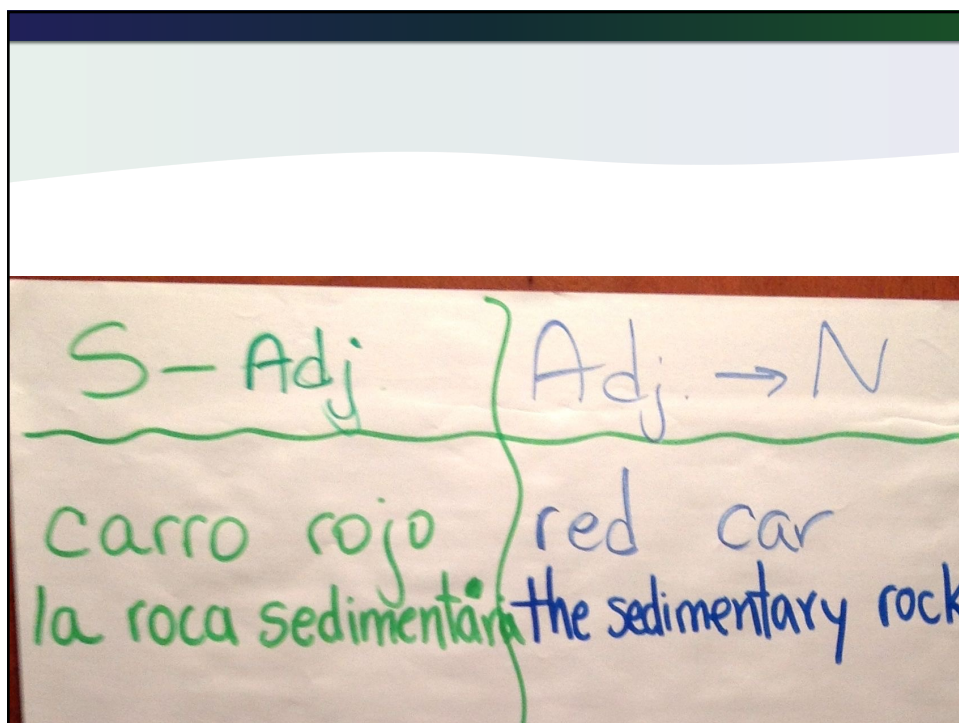
126

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
 - Possession: In English, 's marks possession, but in Spanish it is made 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

131

Sort

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

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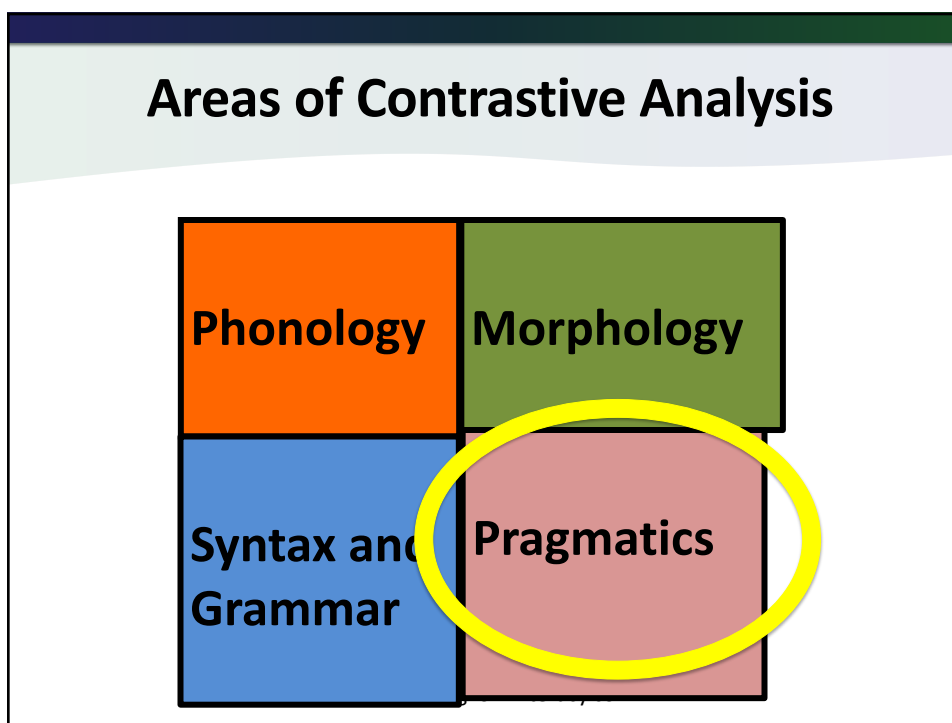
The image shows three handwritten Spanish grammar charts. The first chart on the left lists articles: 'El' (the), 'La' (the), and 'The' (the). The second chart in the middle lists articles: 'El', 'La', 'Los', and 'La'. The third chart on the right is titled 'Los plurales' and lists plural forms for various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

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

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

135

Metalinguistic Area of Focus:

Español

Voz pasiva:

Se necesita

Preposiciones:

Para calcular....

English

Active voice:

You need

Prepositions:

To calculate

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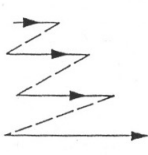
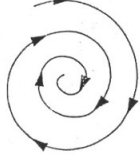
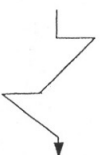
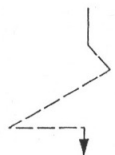
Phrases or Saying

- ¡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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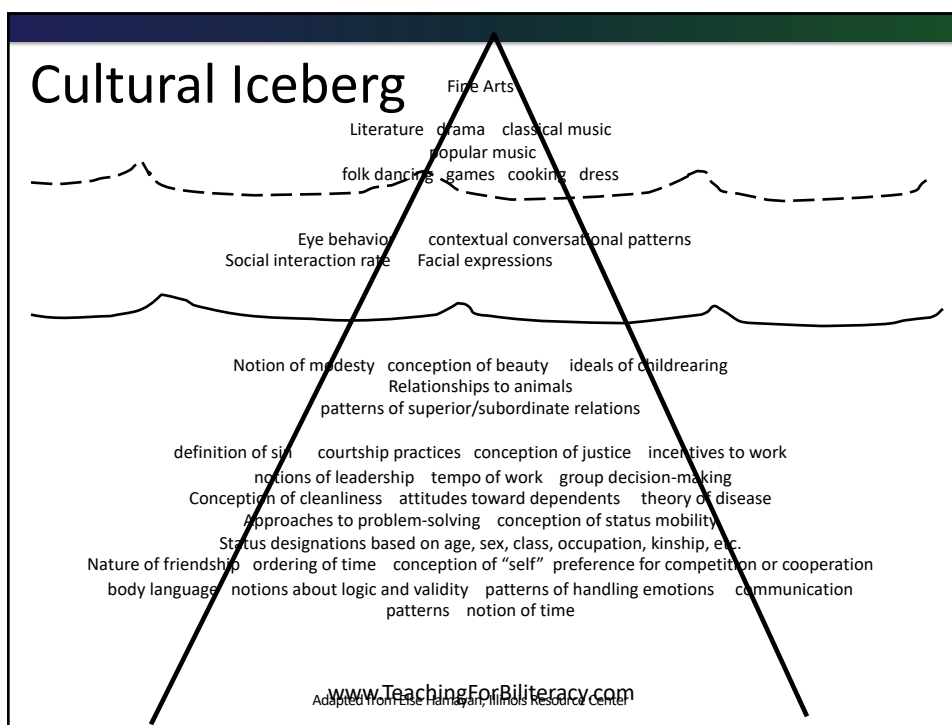
137

Discourse styles

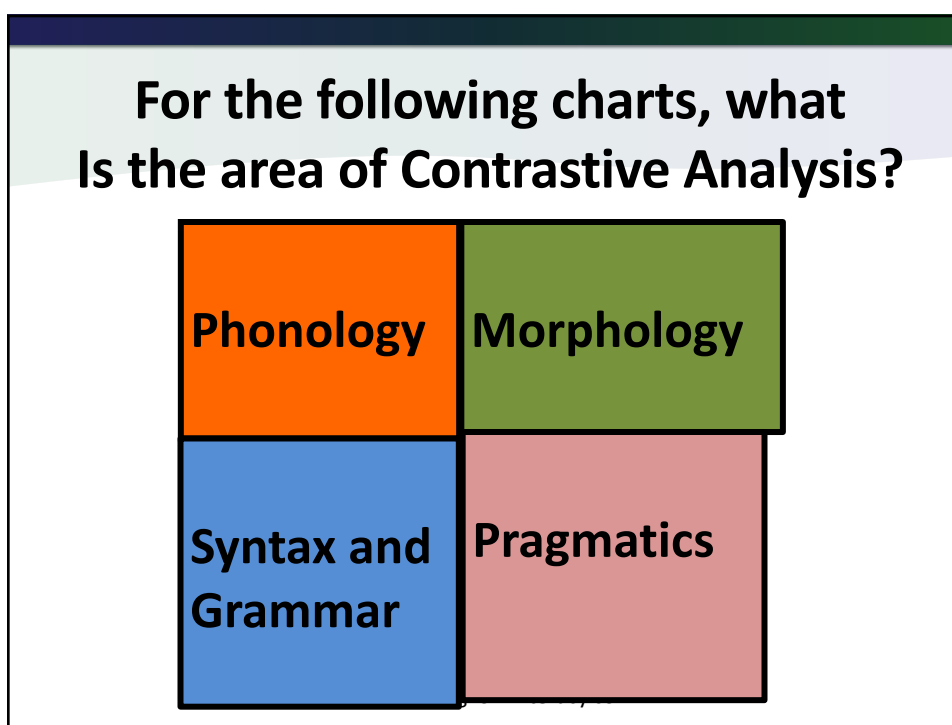
English	Semitic	Asian	Romance	Russian
				
"...linear, tolerating little deviation from one main path of expository development."	"...use parallel restatements of an idea to develop it."	"...spiral in around a thesis, avoiding a head on attack as too direct."	"...proceed to a point via digressive zigzags 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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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 ((/

141

<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

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-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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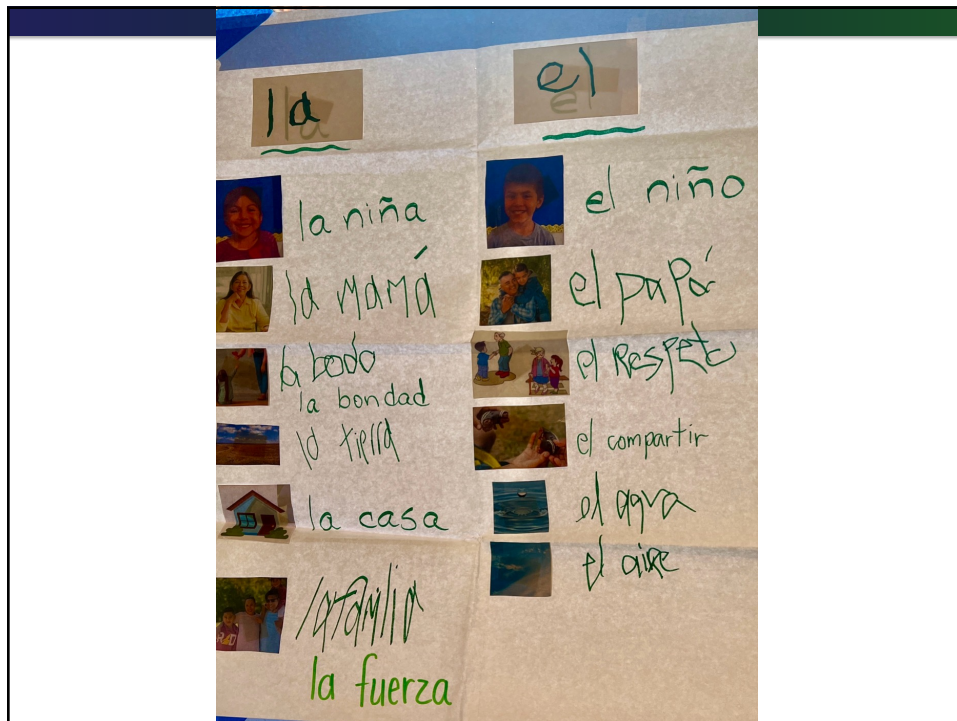
146

<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

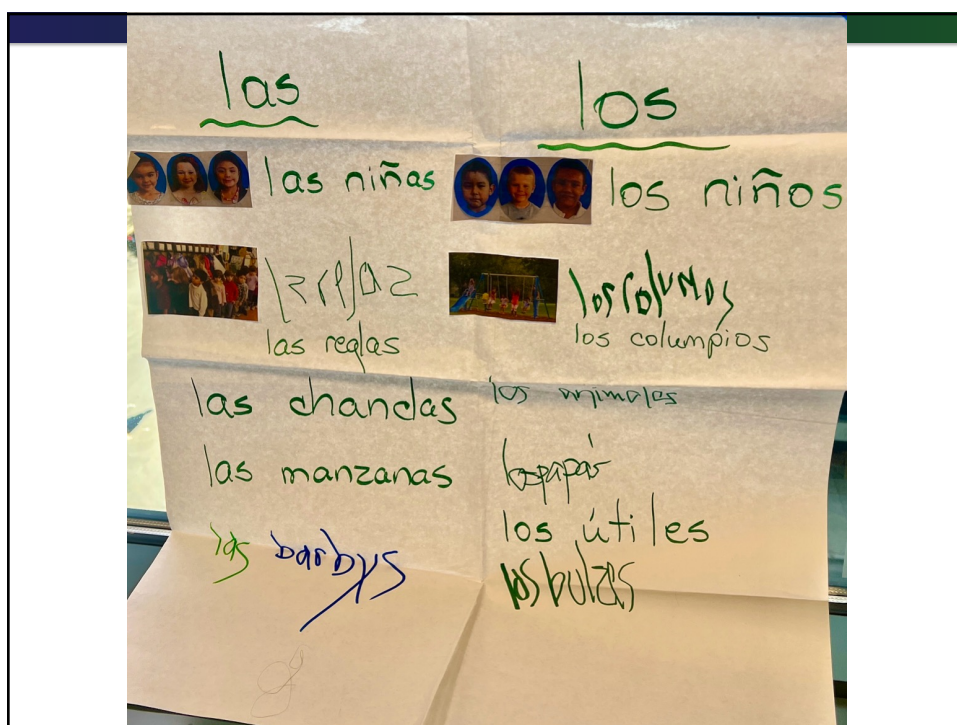
147

<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

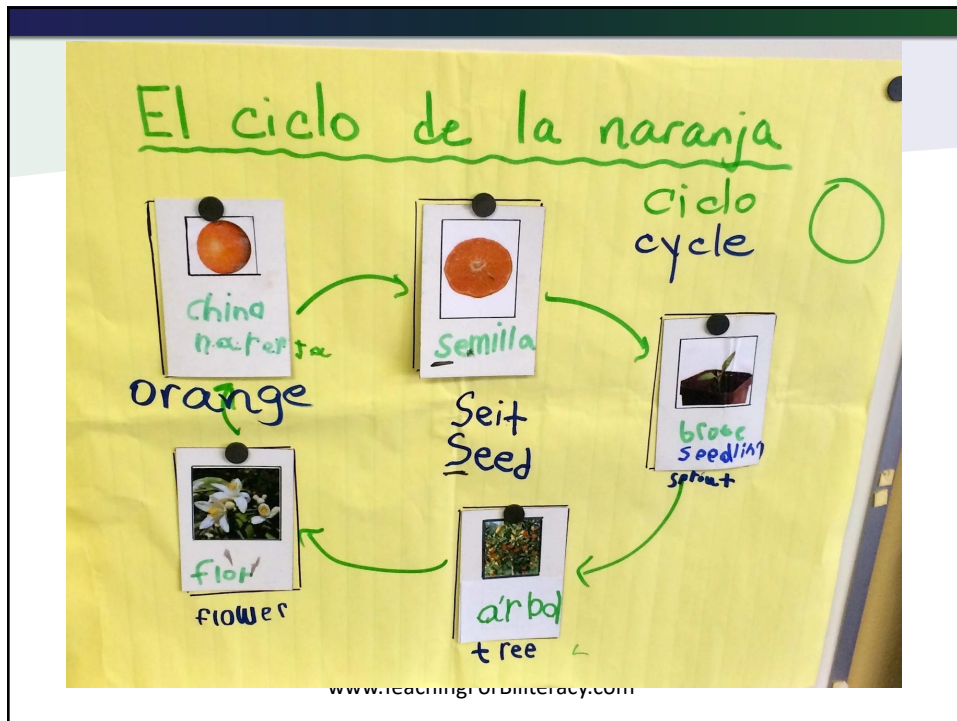
Contrastive Analysis:

(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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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
metamórficas	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

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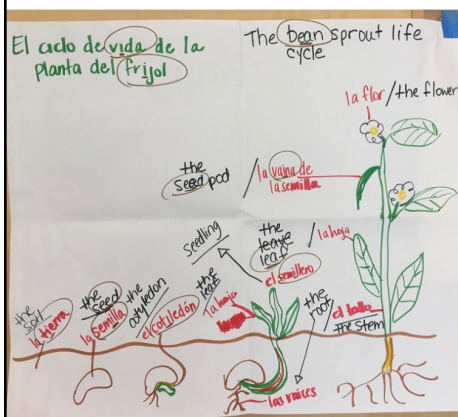
i	ea	ee
sem <u>i</u> lla	se <u>a</u>	se <u>e</u> d
ti <u>e</u> rra	te <u>a</u>	tre <u>e</u>
v <u>a</u> ina	re <u>a</u> d	thr <u>e</u> e
sem <u>i</u> llero	le <u>a</u> f	me <u>e</u> t
coti <u>e</u> lédón	me <u>a</u> t	coff <u>ee</u>
frij <u>i</u> l	be <u>a</u> n	
vi <u>d</u> a		

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Transfer :

Contrastive Analysis:

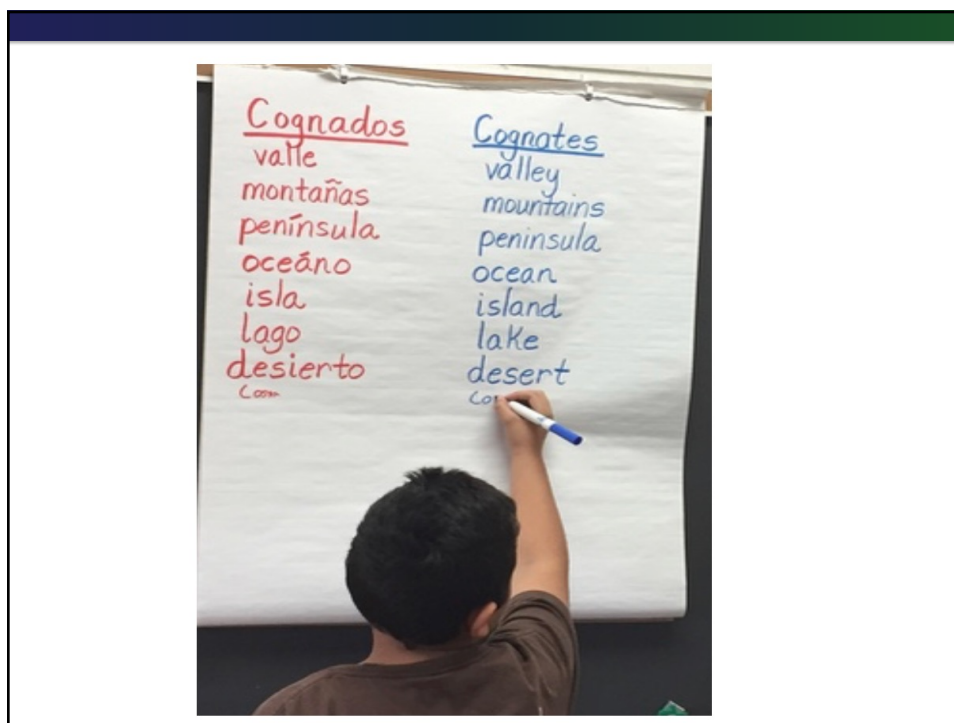
(cross linguistic connection)



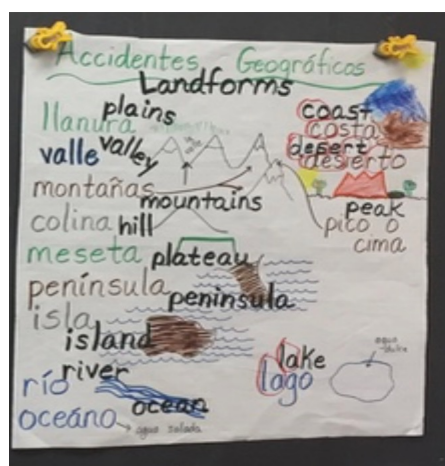
i	ea	ee
sem <u>i</u> lla	se <u>a</u>	se <u>ee</u>
ti <u>e</u> rra	te <u>a</u>	tre <u>ee</u>
vai <u>n</u> a	tea <u>a</u>	tree <u>ee</u>
sem <u>i</u> llero	re <u>a</u> d	thre <u>ee</u>
coti <u>e</u> ludón	le <u>a</u> f	me <u>ee</u> t
frijol	me <u>a</u> t	coff <u>ee</u>
vi <u>i</u> da	be <u>a</u> n	

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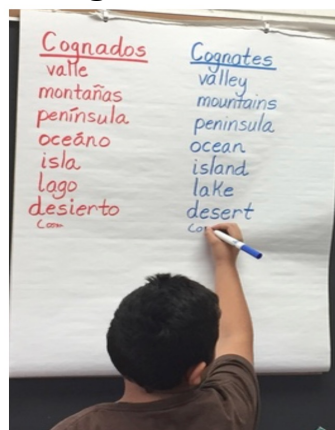
161



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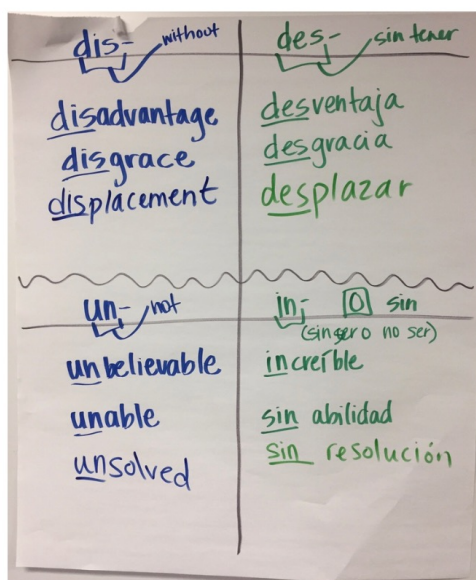
Transfer :**Contrastive Analysis:**

(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 movimiento</u>		<u>the movement</u>
la fuerza	<u>la fuerza</u>	<u>the force</u>
	la acción	the action
	la silla	the chair
	la mesa	the table
el marcador		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	half
artículo	amarillo	English	silly	calf
		life	really	
		language		
		lie		

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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

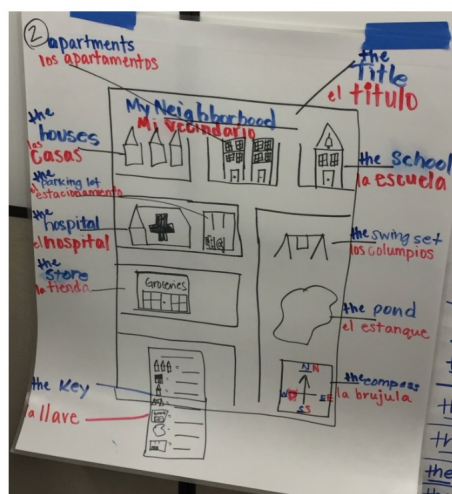
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Los plurales			
-s	-es	-es	-ies
los apartamentos	papeles	Luces	
las casas	los animales	peces	
los títulos		Las veces	
Plurals			
-s	-s	-es	-ies
books	titles	houses	communities
apartments	papers	buses	families
	dolls	lunches	parties

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Transfer:



Contrastive Analysis:

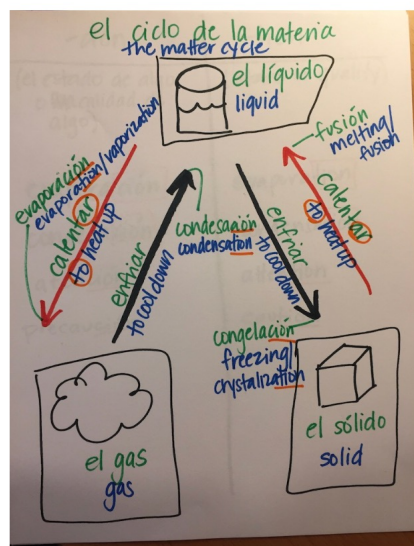
(cross linguistic connection)

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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