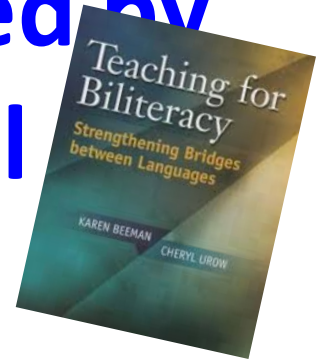


Day 3
August 11, 2016

***What are the elements of the
Bridge and metalinguistic focus?***



3. Spanish and English are governed by distinct linguistic rules and cultural norms.



- Spanish and English are distinct at the word level
p. 101, Chapter 9: pp. 118-119
- Spanish and English are distinct at the discourse level –
pp. 10-14; p. 101-104

Monolingual Discourse Patterns

English



Romance



Which discourse pattern? #1

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern? #2

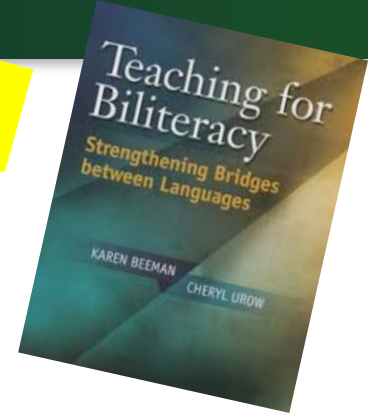
- Era bella, elástica, con una piel tierna del color de pan y los ojos de almendras verdes, y tenía el cabello liso y negro y largo hasta la espalda, y una aura de antigüedad que lo mismo podía ser de Indonesia que de los Andes. Estaba vestida con un gusto sutil: chaqueta de lince, blusa de seda natural con flores muy tenues, pantalones de lino crudo, y unos zapatos lineales del color de la buganvillas.

Which discourse pattern?

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern?

p. 103



La clorofila – que es una sustancia orgánica – capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Chlorophyll is the molecule that absorbs sunlight and uses its energy to synthesize carbohydrates from CO₂ and water.

What are the elements of the Bridge and metalinguistic focus?



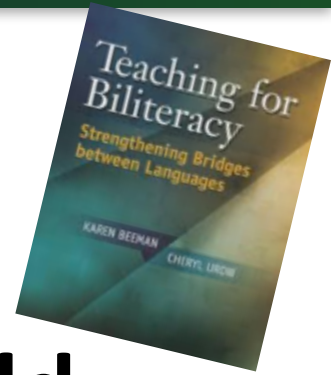
Defining the Bridge
Elements of the Bridge
Contrastive Analysis/Metalinguistic
Focus

The Bridge - for academic achievement

Bilinguals who learn about how their languages are similar and different (in other words, students with high levels of metalinguistic awareness) achieve **higher levels of academic achievement in both their languages.**

Jimenez, García, and Pearson, 1996, Dressler et al, 2011, de Jong 2011

The Bridge – p. 134



The purpose of the Bridge is two-fold.

First, it is to help students transfer academic language learned in one language to the other language.

Secondly, it is to engage students in contrastive analysis of their languages by focusing on how Spanish and English are similar and different.

The Bridge - for academic achievement

The Bridge goes both ways

- from Spanish to English
- from English to Spanish

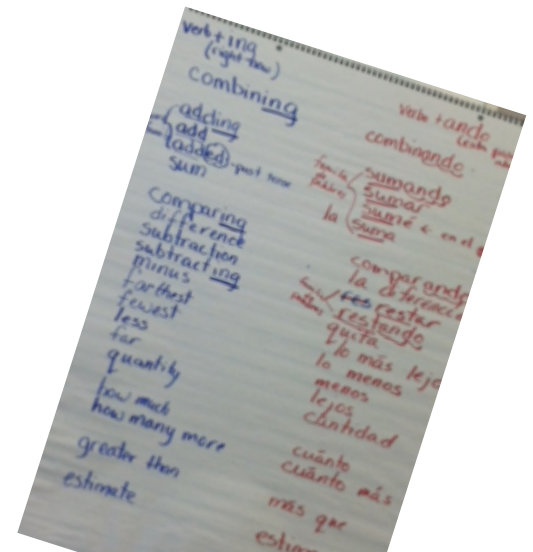
The Bridge happens at the end of units of instruction, in all the content areas.

A Bridge produces...

1. A Bridge anchor chart – a color coded visual aid that includes both



languages



Bridge Anchor chart

el coraje	mad / temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

A Bridge produces...

1. A Bridge anchor chart – a color coded visual aid that includes both languages
2. A metalinguistic focus anchor chart – that compares and/or contrasts elements of the two languages

Bridge Anchor Chart

el coraje	mad / temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

Metalinguistic Anchor Chart

A handwritten metalinguistic anchor chart comparing Spanish and English suffixes. The chart is divided into two columns by a red wavy line. The left column lists Spanish suffixes and examples, while the right column lists the corresponding English suffixes and examples. Each example includes a grammatical category in parentheses.

Spanish Suffix	English Suffix
<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> (DC)	<u>construction</u> (DC)
<u>Dirección</u> (AC)	<u>Direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>Multipli<u>ca</u>ción</u> (TR)	<u>Multipli<u>ca</u>tion</u> (TR)
<u>acción</u> (SH)	<u>action</u> (SH)


Bridge anchor chart

responsabilidad	responsibility
responsable	responsible
reciclar	recycle
cuidar	take care of
cumplir	complete
respetar	respect
organizar	organize

Metalinguistic anchor chart

cognados	cognates
responsable h honesto Obedecer CONTaminación	responsable honest obey contaminatio

metalinguistic analysis



The Bridge results in two anchor charts:

- 1. The Bridge anchor chart**
- 2. A metalinguistic focus anchor chart**

metalinguistic analysis

The focus of the metalinguistic analysis is determined by

- **The needs of the students**
- **The words/phrases in the Bridge**
- **State standards**

Start with what is the **same** between the languages, and then move to **differences**.

Metalinguistic Analysis

Languages: English and Spanish

p. 142

phonology

Sound System

sound/symbol correspondence

Sound

/k/

Symbol

c or k or ck

Sound

/k/

Symbol

c or qu

morphology

Word Formation

shared prefixes/suffixes

Suffix -ism

socialism

Suffix -ismo

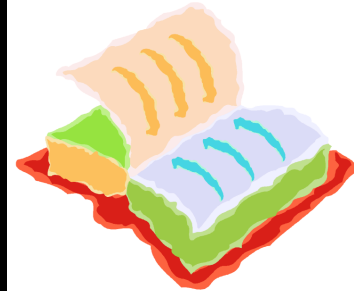
socialismo

Prefix in-

informal

Prefix in-

informal



syntax/grammar

Sentence Structure

word order

the red car

el carro rojo

pragmatics

Language Use

cultural norms

you

tú
usted

**Your turn:
Is it a Bridge chart or a
metalinguistic chart?**



La Tierra

- accidentes geográficos
- roca metamórfica
- roca ígnea
- roca sedimentaria
- ciclo de roca
- corteza terrestre
- capas
- manto
- núcleo (interior y exterior)
- placas tectónicas
- magma / roca fundida
- fósiles
- sobretiempo
- meteorización
- erosión
- movimiento
 - convergente
 - divergente
 - transformación
- minerales
- cambiar

The Earth

- land forms
- metamorphic rock
- igneous rock
- sedimentary rock
- rock cycle
- crust
- layers
- mantle
- core (interior and exterior)
- Tectonic plates
- magma / molten rock
- fossils
- over time
- weathering
- erosion
- movement
 - convergent
 - divergent
 - transformation

Bridge chart
or
metalinguistic
chart?

Veronica DeLeon, 4th
grade

Reno, NV

-fia

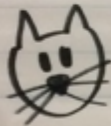
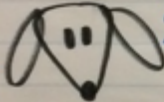
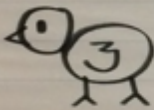

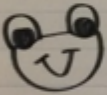
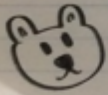
ortografía
filosofía

-phy

orthography
philosophy



Bridge chart
or
metalinguistic
chart?

Plurals - Nhiều hơn		một	
english		vietnamese	
 15 Cats		15 con mèo	
 20 dogs		20 con chó	
 two birds		2 con chim	
 5 pigs		5 con heo	
 991 frogs		991 con ếch	
 100 bears		100 con gấu	

Bridge chart or metalinguistic chart?

redondear

to round

* dígito

* digit

forma desarrollada

expanded form

* suma
Sumar

* sum
to add

* estimar

to estimate

* forma estándar

* standard form

* forma verbal

* verbal form

valor posicional

place value

incógnita

unknown

millares

thousands

decenas

tens

unidades

ones

centenas

hundreds

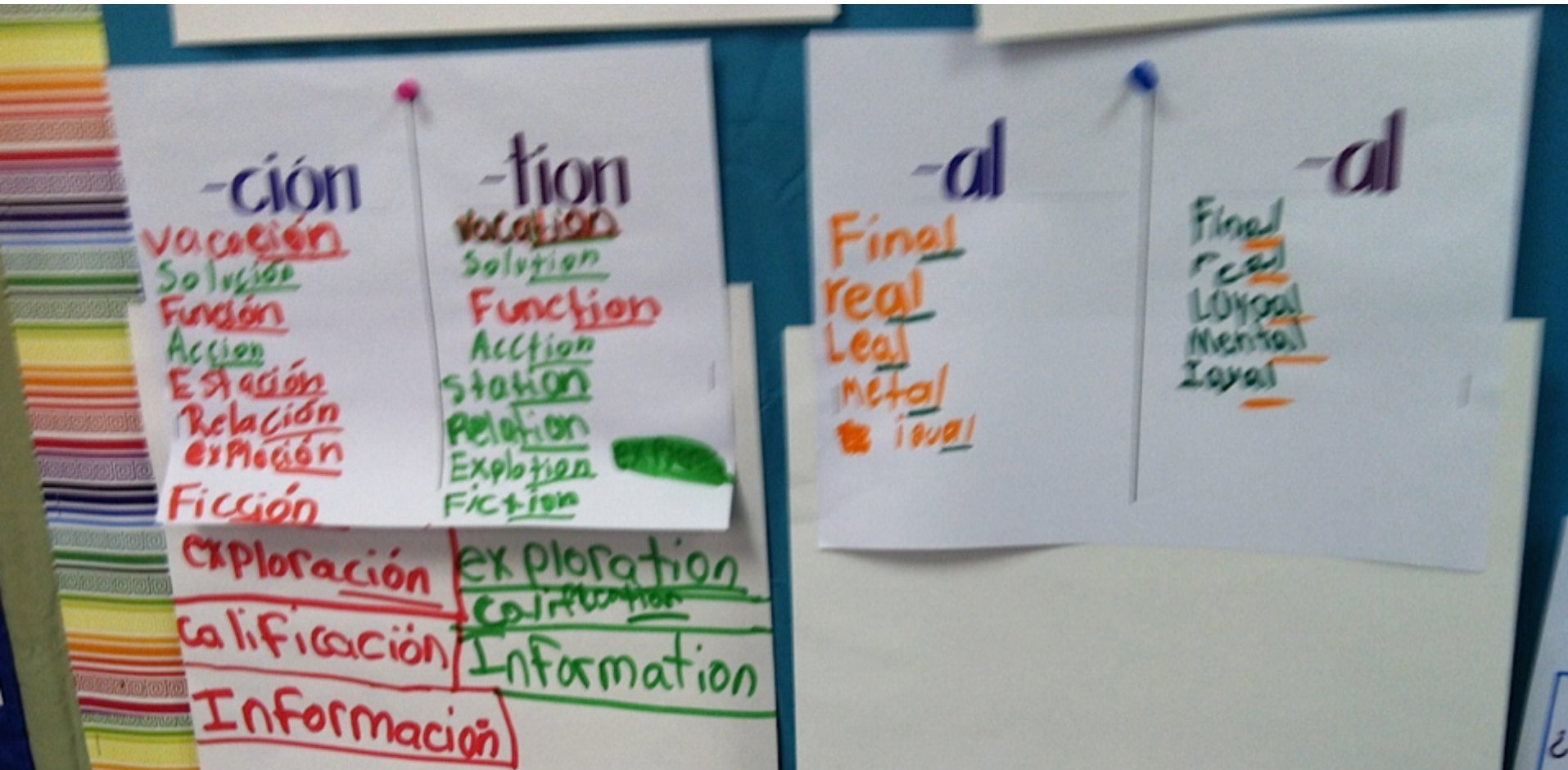
* cálculo mental

* mental calculation

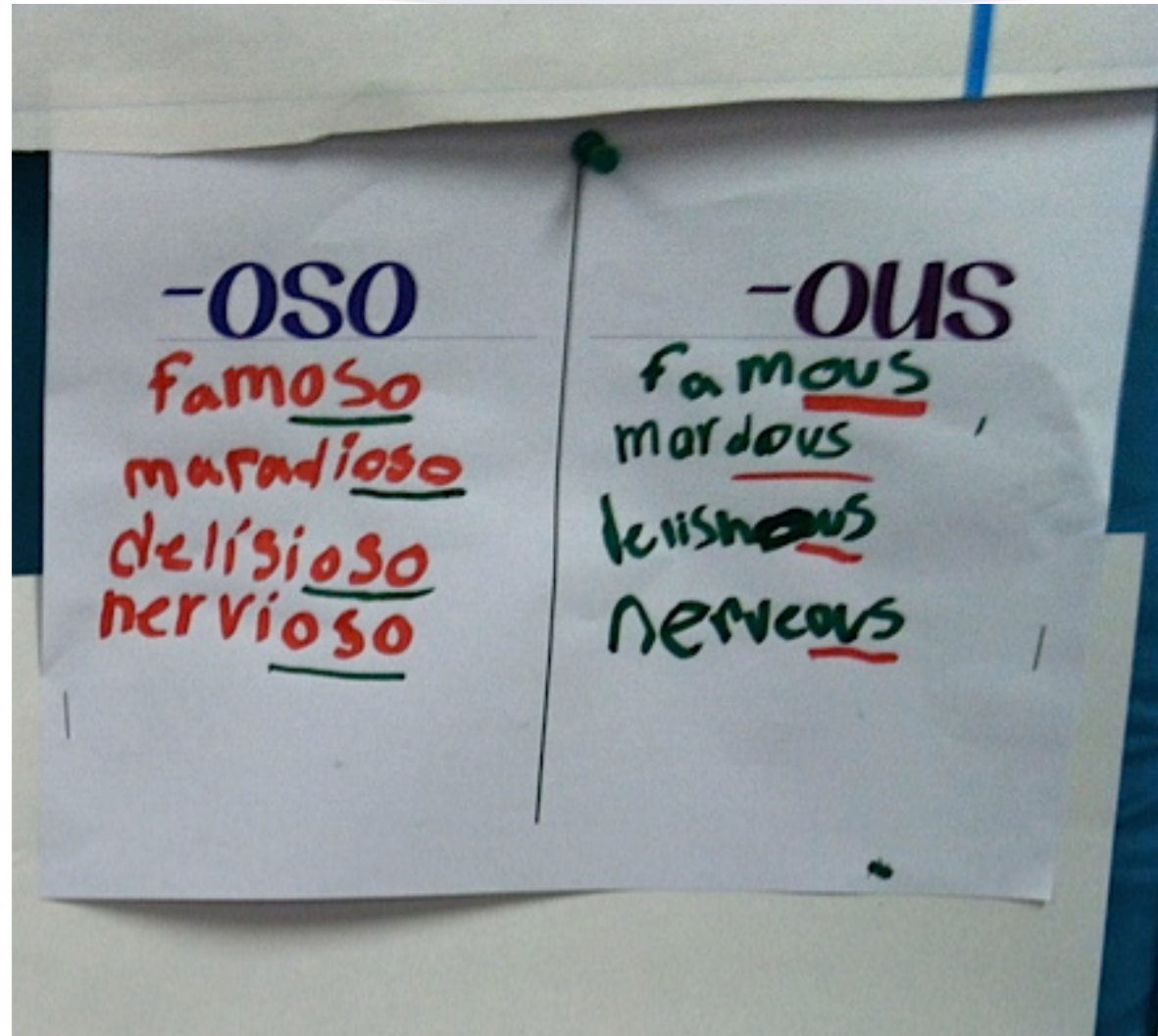
Bridge chart
or
metalinguistic
chart?



Bridge chart or metalinguistic chart?



Bridge chart
or
metalinguistic
chart?



Bridge chart or
metalinguistic
chart?

oraciones	sentences
1. letra mayúscula	1. capital letter
2. punto final	2. period
3. espacios	3. spaces
4. leer	4. read

Bridge chart or
metalinguistic
chart?

Lugares		Places	
Ilustraciones Illustration	Espanol	English	Acti
	clase	class	
	la casa	home	
	el pasillo	halls	
	el colegio la escuela	school	
	Comunidad Urbana	Urban Community	
	Comunidad Suburbana	Suburban Community	
	Comunidad Granjera	Rural Community	

Elements of the Bridge between Languages



Elements of the Bridge between Language

- The purpose of the Bridge is what differentiates it from a simple translation – the focus of the Bridge is LANGUAGE, rather than content.
- **The process of the Bridge is what also differentiates it from a simple translation – the process is student-centered and interactive.**



Theme

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Standards

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Building Comprehension

- Readers' Workshop
- Read aloud

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Fluency

Summative Assessment

Bridge

- Metalinguistic Skills

Lesson or Activity

Formative Assessment

What are the elements (steps) of the Bridge? Side-by-side

- Review in the language of instruction
- Elicit key words/phrases/sentences in the language of instruction from students
- Practice the terms in the new language
- The Bridge - Match the key words/phrases/sentences to the other language
- Metalinguistic focus
- What happens tomorrow? And the next day?



A Bridge in Kinder

Video will be available at:

- www.TeachingForBiliteracy.com

–Videos

- Bridge – A Bridge in Kindergarten

The **B**ridge vs. **b**ridging

	The Bridge	bridging
Who initiates it?	Teacher	Student



The **B**ridge vs. **b**ridging

	The Bridge	bridging
What is the focus?	Compare/Contrast 2 languages using examples from the unit	Compare/Contrast 2 languages using any examples that arise



The **B**ridge vs. **b**ridging

	The Bridge	bridging
Where does it come from?	Planned Predictable	Random Spontaneous




The **B**ridge vs. **b**ridging

	The Bridge	bridging
When does it happen?	End of the unit	Anytime during the unit



The **B**ridge vs. **b**ridging

	The Bridge	bridging
How does it help students?	By allowing students to transfer knowledge from one language to another	By helping students internalize the compare/contrast process and consistent use of all linguistic resources 

	The Bridge	bridging
Who initiates it?	Teacher	Student
What is the focus?	Compare/Contrast 2 languages using examples from the unit	Compare/Contrast 2 languages using any examples that arise
Where does it come from?	Planned Predictable	Random Spontaneous
When does it occur?	End of the unit	Anytime during the unit
How does it help students?	By allowing students to transfer knowledge from one language to another	By helping students internalize the compare/contrast process and consistent use of all linguistic resources



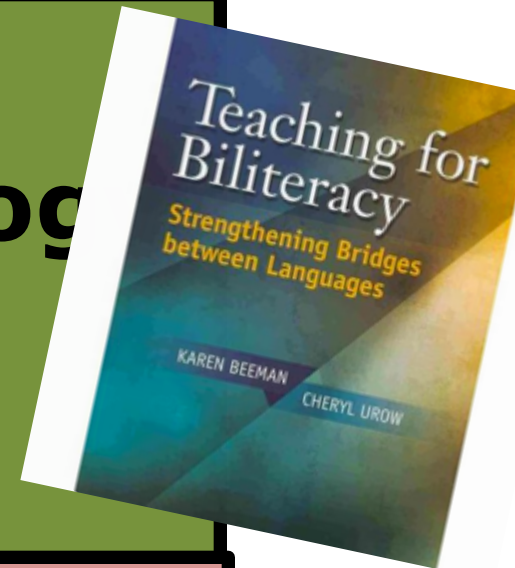
Contrastive Analysis/ Metalinguistic Focus



metalinguistic analysis p. 142

phonology

morphology



**syntax and
grammar**

pragmatics

Metalinguistic Analysis

Languages: English and Spanish

p. 142

phonology

Sound System

sound/symbol correspondence

Sound

/k/

Symbol

c or k or ck

Sound

/k/

Symbol

c or qu

morphology

Word Formation

shared prefixes/suffixes

Suffix -ism

socialism

Suffix -ismo

socialismo

Prefix in-

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syntax/grammar

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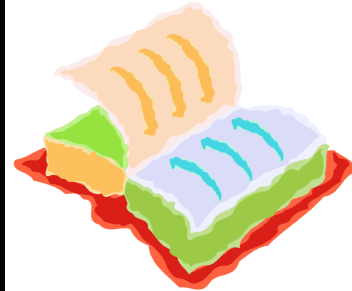
pragmatics

Language Use

cultural norms

you

tú
usted



metalinguistic analysis

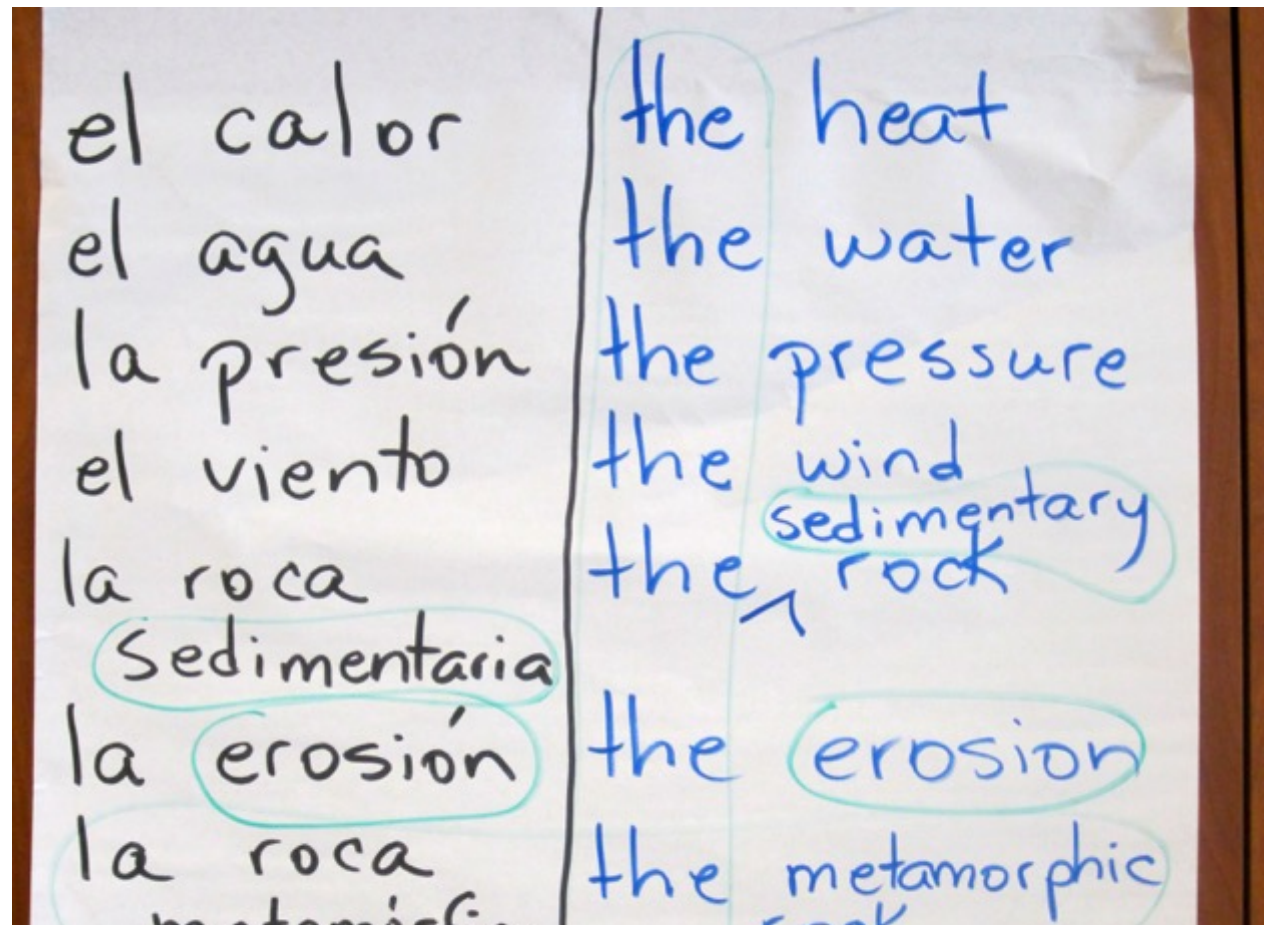
The focus of the metalinguistic analysis is determined by

- **The needs of the students**
- **The words/phrases in the Bridge**
- **State standards (CCSS – *Language*)**

Start with what is the **same** between the languages, and then move to **differences**.

Three types of Bridges

- Side by side (p.135-6)



Three types of Bridges

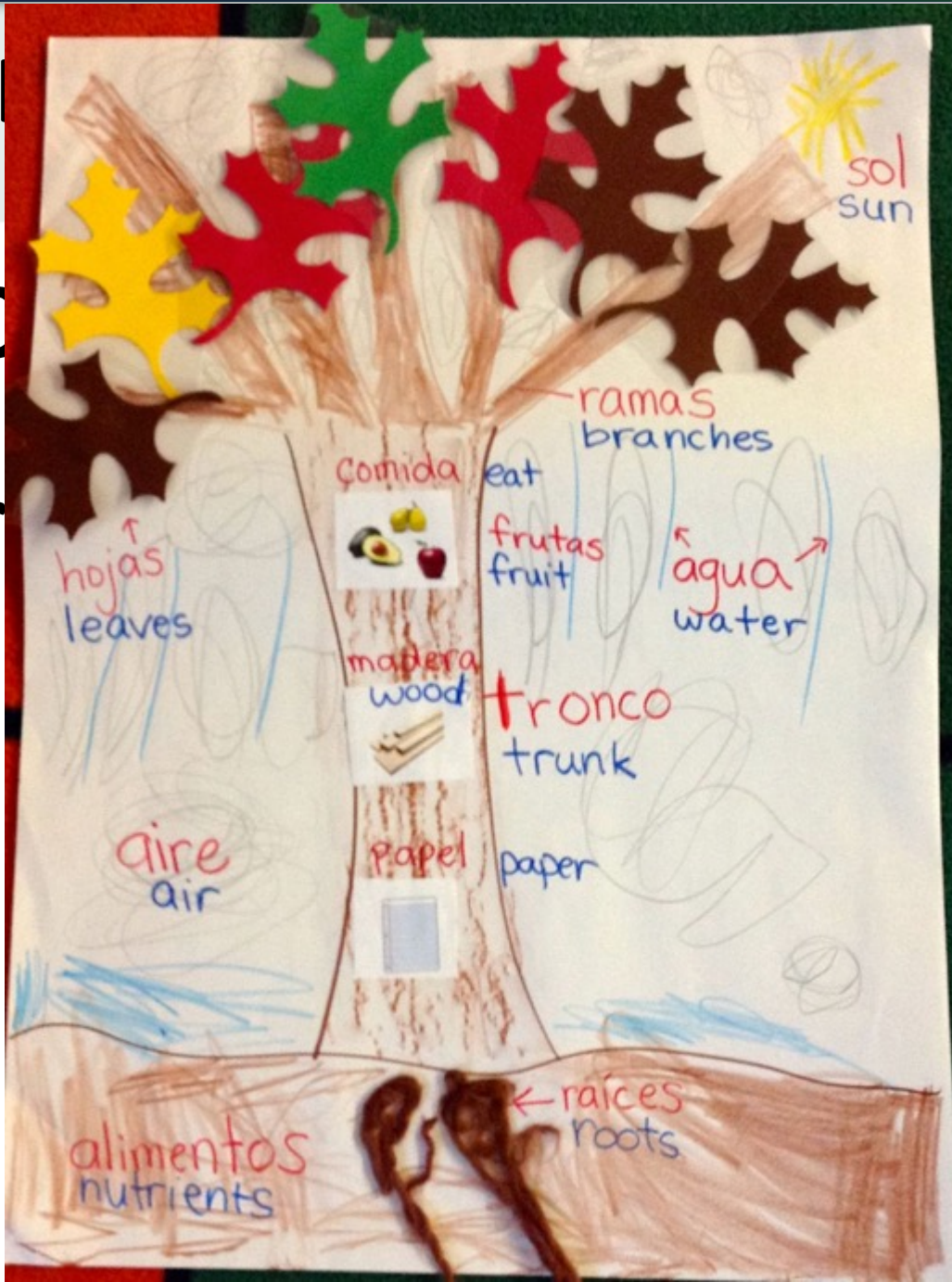
- Side by side (p.135-6)
- Illustration or graph (138-9)

The

es

- Side b
- Illustr

138-9)



Three types of Bridges

- Side by side (p.135-6)
- Illustration or graph (138-9)
- Así se dice (p. 139)

English

Characters are an important element of a story, they are what makes a story come alive. As a reader, it is important to become the character, see the world as they see it, and empathize with the character. This can help you, as the reader, predict how a character will respond to an event and better understand the story. As a writer, it is important to identify know your character well so you can

Chinese

人物是故事中一个重要的部分。人物的描写可以让故事栩栩如生。我们做作为读者应该将自己想象成故事中的人物，身临其境，体会人物的感受。这样才可以帮助读者更好地理解故事，并且预测

wants
language
vivid
This-
reader

Three types of Bridges

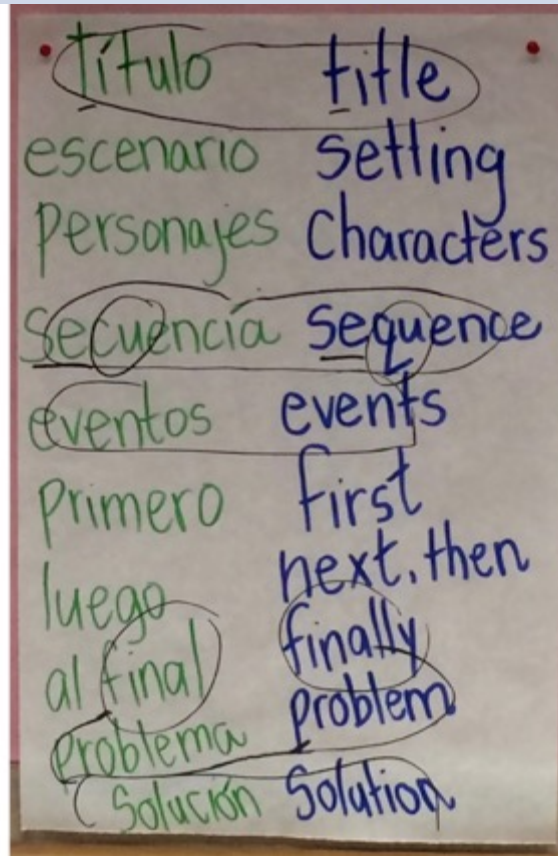
- Side by side (p.135-6)
- Illustration or graph (138-9)
- Así se dice (p. 139)

The Bridge I will most use with my students is...

Illustration

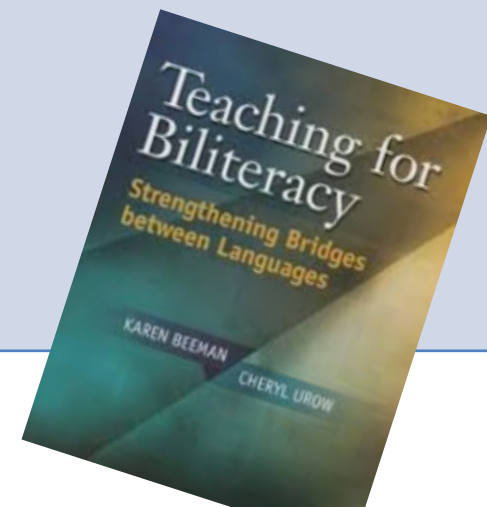
Side-by-side

Así se dice



Construcción de Agua Water Construction

<p>Yo se que el agua tiene un ciclo. Aparte de ciclo tiene formas como solida, liquida, y evaporada. Un ejemplo de agua en forma solida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma liquida. Luego cuando el sol calienta la tierra, el agua se evapora en forma de vapor.</p>	<p>I know that water goes through a cycle. Aside from having a cycle, water also has states (forms) like solid, liquid, and gas. An example of water in solid form is the Ice Hotel in Sweden. When the hotel melts the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.</p>
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**The area of metalinguistic awareness
that I will focus on most in my
classroom is...**

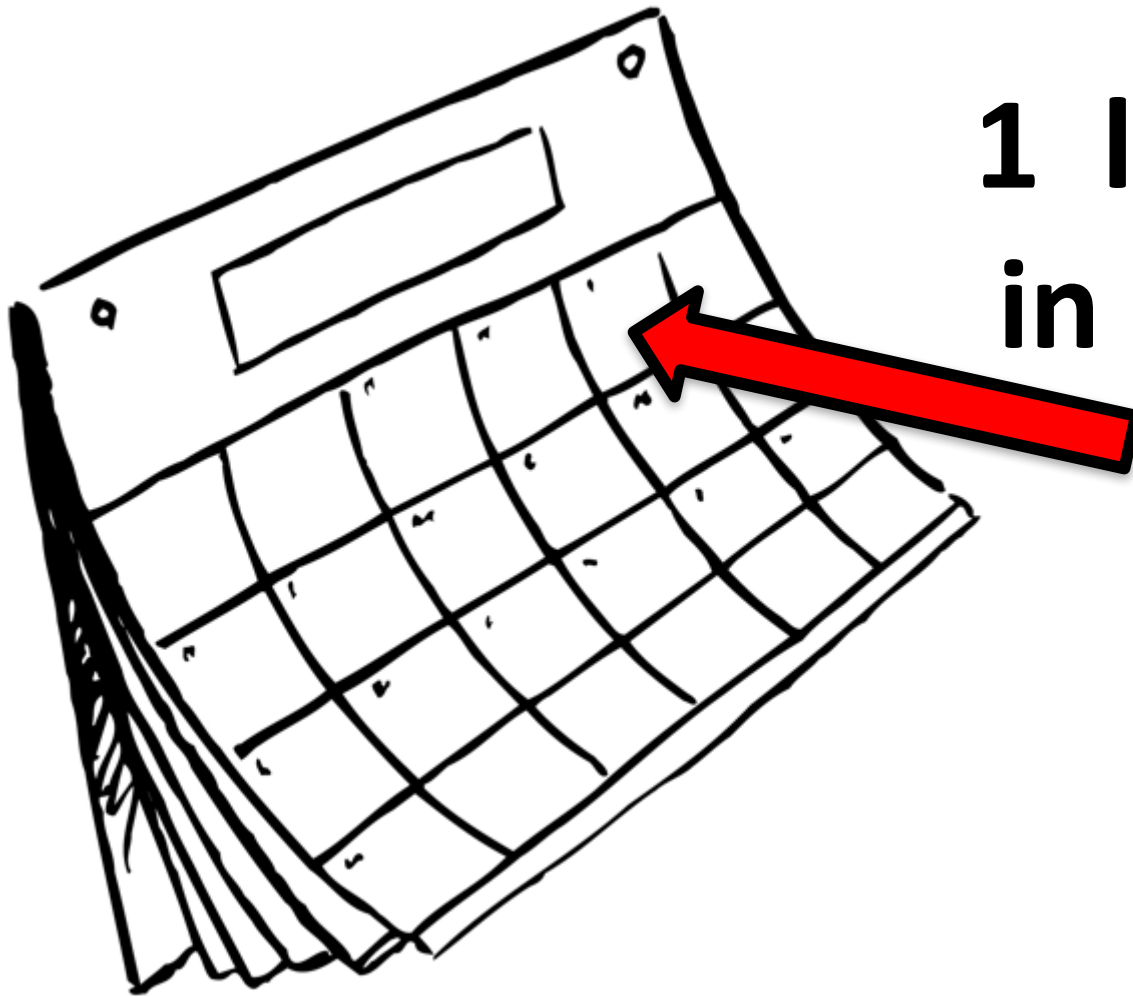
phonology

morphology

**syntax and
grammar**

pragmatics

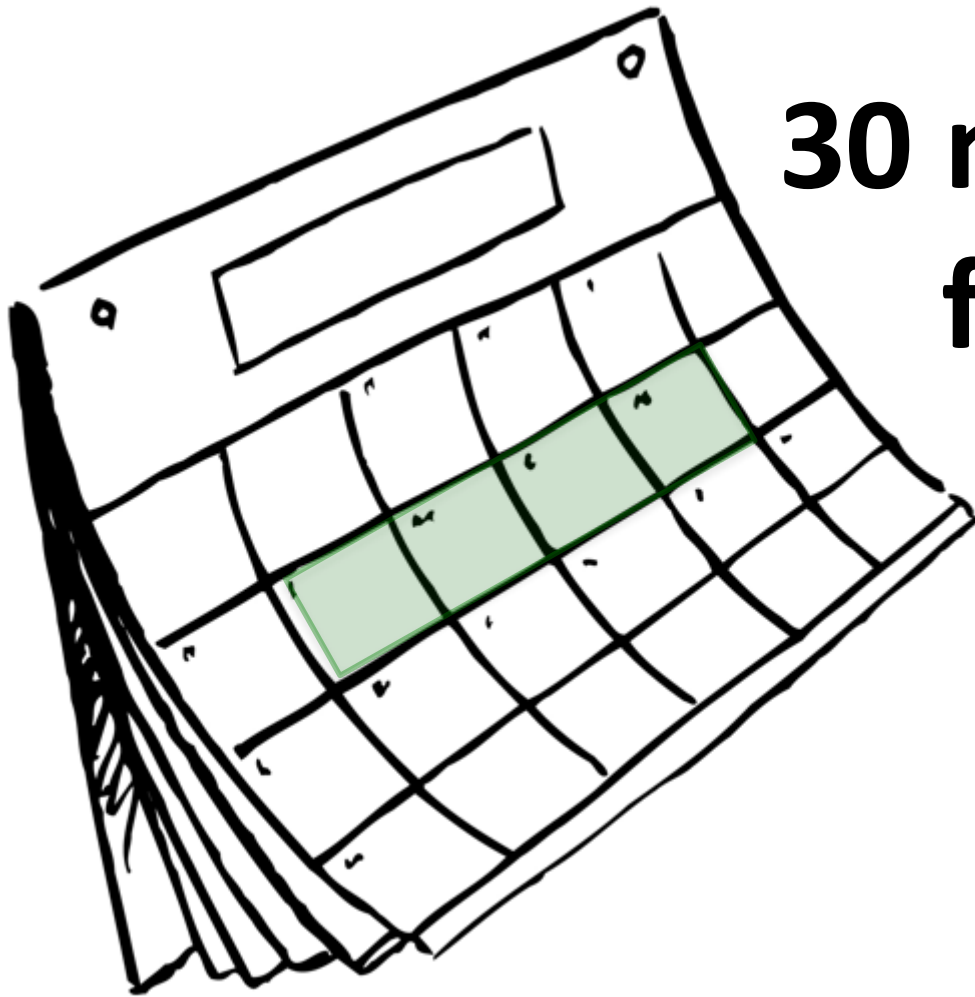
How Long Does a Bridge Take?



**1 lesson
in 1 day**



How Long Does a Bridge Take?



**30 minutes/day
for 4 days**



How Long Does a Bridge Take?



In What Direction Does the Bridge Go?

Spanish to **English**



English to **Spanish**



What is non-negotiable about Extension instruction?



Extension time is framed by several factors:

- The type of program (50/50 or 80/20)
- The language in which math is taught when the program is 50/50.

Sample Biliteracy Map 50/50

Literacy
Science

Healthful Living
4.L.2; 4.PCH.1-3; 4.NPA.1-3
Reading:
RI 4.8; RI 4.5
Writing:
W.4.1 - Opinion

Electricity and Magnetism
4.P.1; 4.P.3
Reading:
RL 4.4; RL 4.5
Writing:
W.4.1 – Opinion

Literacy
Social Studies

**Rights/responsibilities
of a citizen**
4.C&G.1; 4.C&G.2
Reading:
RL 4.2 (summarize); RL 4.7
Writing:
W.4.3 - Narrative



**Factors that affect the
growth of a state**
4.G.1
Reading:
RI 4.6; RI 4.2 (main idea)
Writing:
W.4.2 Info/Explain



Evaluation

<http://bit.ly/WEGO>

