

# The steps of the Bridge



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Teaching for Biliteracy



# A Bridge produces...

1

A transfer anchor chart – a color coded visual aid that includes meaningful words in both languages

2

A contrastive analysis focus anchor chart – that compares and/or contrasts elements of the two languages



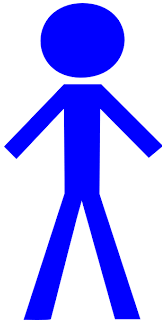

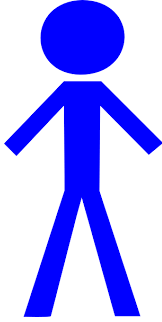



# The Bridge – El Puente

English

Español

In a One Teacher Model, the teacher carries out all of these steps.



Observations: Sample 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 Metalinguistic Analysis 
3. The Bridge for Transfer - Practice the terms in the new language 	6. Continued Extension – Continued practice in the other language 



Teacher 1



Teacher 2



# Contrastive Analysis

- Comparing/Contrasting the two languages
- Developing awareness of language systems and patterns
- Building linguistic repertoire
- Analyze phonology, morphology, syntax, and meaning



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# The Bridge – El Puente

English

Español

Step 6/English Medium Teacher

How do students practice in English  
what they learned in Spanish?

Listening Speaking Reading Writing



# How did planning instruction like this meet the needs of all my students?

<b>Unit Theme:</b> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• Spanish Language Arts Standards</li> <li>• Spanish Language Development Standards</li> <li>• English Language Arts Standards</li> <li>• English Language Development Standards</li> </ul>		Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
<b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"> <li>• Academic Language and experiences needed for the unit</li> </ul>		
<b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>• Strategies and elements of balanced literacy</li> </ul>	<b>Content Area Instruction</b> <ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Investigations</li> <li>• Experiments</li> <li>• Experiences</li> </ul>	
<b>Writing</b> <ul style="list-style-type: none"> <li>• Strategies and elements of balanced literacy</li> </ul>		
<b>Word Study and Fluency</b> <ul style="list-style-type: none"> <li>• Areas of word study to be studied</li> </ul>		
<b>Summative Assessment</b>		
<b>Bridge – Transfer Illustration</b> Side by Side or Así se dice	<b>Bridge – Transfer - Extension</b> (includes: Listening, Speaking, Reading, and Writing in the other language)	<b>Bridge: Contrastive Analysis</b> 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.

Formative Assessment

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Formative Assessment



# Biliteracy Instruction: Oracy Strategies

- TPR- Total Physical Response
- ART- Adapted Readers' Theater

Strategies that support all of the above Oracy strategies:

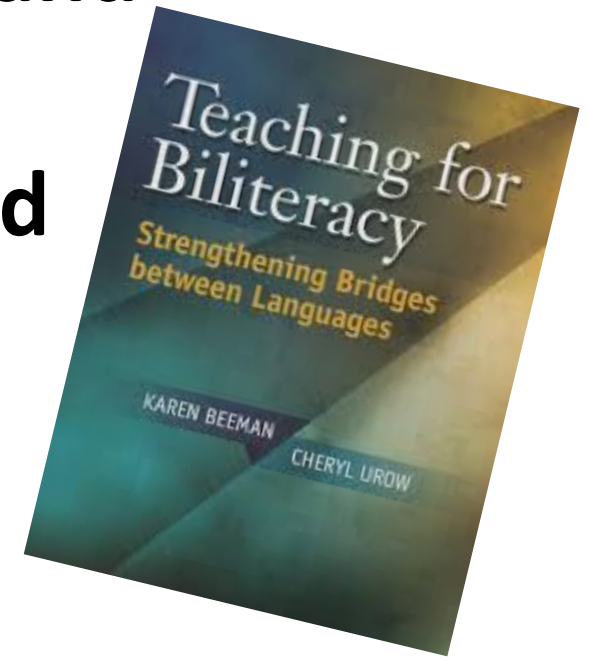
- Sentence stems
- Fishbowl
- Sorts



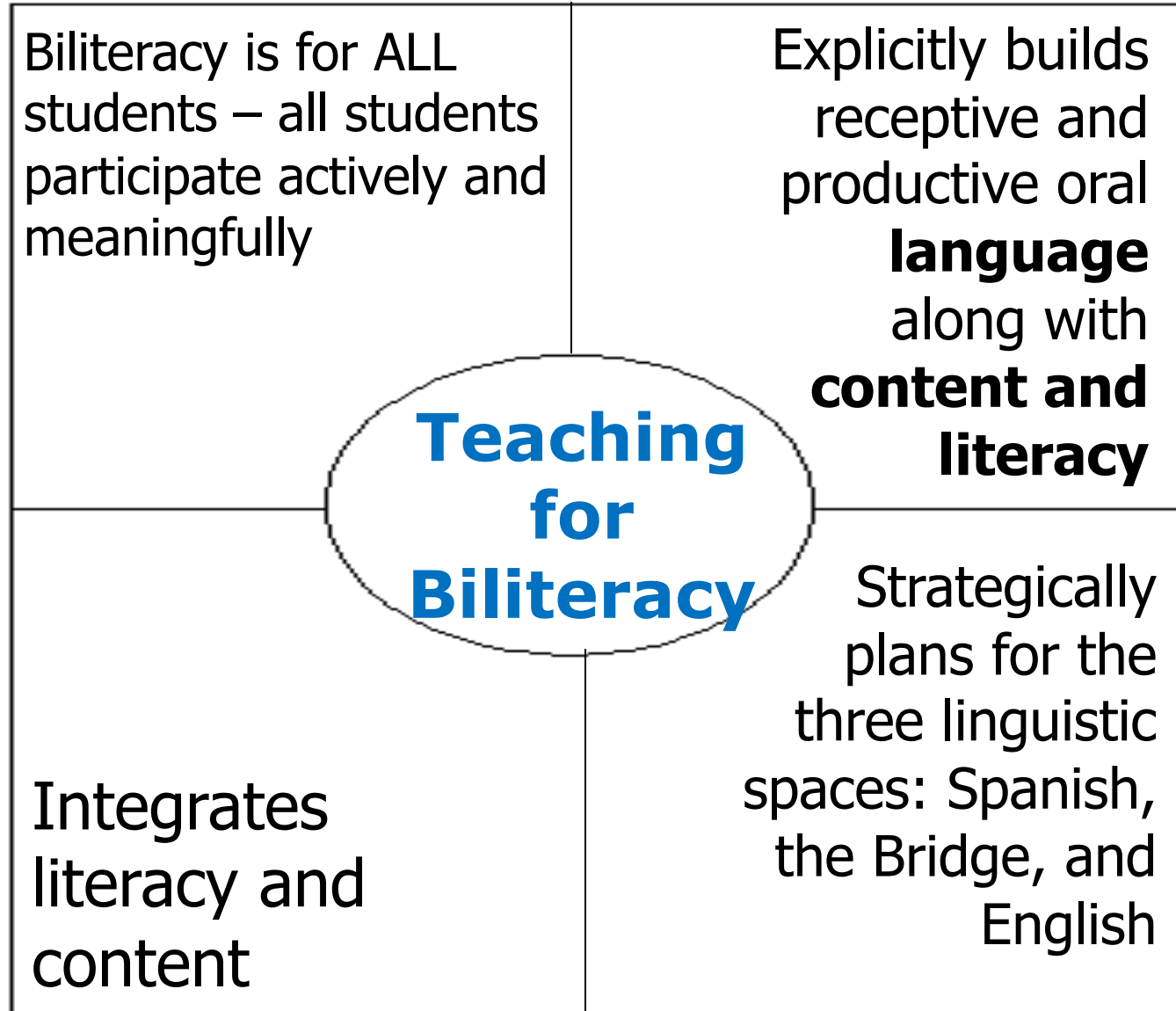


# What do all biliteracy strategies have in common?

- **Explicitly build language along with content and literacy**
- **Allow ALL students to participate actively and meaningfully**
- **Increase student-student interaction**
- **Are student centered**
- **Decrease teacher talk**



# Defining biliteracy instruction



# Students use all the languages in their linguistic repertoire to develop biliteracy

Casa	Escuela
puchar	empujar
tochar	tocar
onde	donde
lonche	almuerzo
Picar	escribir
cache	a gate
6 Muncho	mucho

lenguaje social	lenguaje académico
el lonche	el almuerzo
puchar	empujar
los socatines	los calcetines

<u>Regionalismos</u>
• fondo (México); enagua (Puerto Rico)
• comba (España); cuerda (México); cuica (Puerto Rico)
• balde (Puerto Rico); cubo, cubeta (México)
• papas (Puerto Rico, México); patatas (España)



Students use all the languages in their linguistic repertoire to develop biliteracy

“Can you spread out the *colcha*.”

“How do you say *punto* in English?”

“*Taquitos* please *mamá*”

“Let me get off the car.”

**Japi mothers dai!**  
**-La flor tene ohas.**



# phonology

H

Halloween  
Happy

H

hecho  
hola

# pragmatics

Ingles

ha ha ha

Español

ji ji ji



Dr. Kathy Escamilla

“Perhaps the most neglected and underserved populations of ELLs are the advanced second language learners. Because they are progressing well in English and have most likely passed some sort of assessment that deems them to be “proficient” in English, it is often thought that they need no additional support in learning English and that they should be able to compete with native English speakers.”



“It is critical for teachers and coaches to know that advanced ELLs frequently fossilize in their English development because of the assumption that their English skills mirror those of native speakers...”