



# Teaching Strategies to Develop Cross-Language Connections

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June 23, 2020 | Santiago Sanchez

# Agenda

## Case studies

- General Linguistic Performance
- Specific Linguistic Performance

## Three linguistic spaces

- In bilinguals
- In curriculum
- In schedules
- In the learning environment

## Strategies to develop cross-language connections

- Observation/exploratory charts
- Cognitive content dictionary
- Input charts
- Así se dice
- Side by side

## The three linguistic spaces in instruction

- English
- Non-English
- Cross-language connections

## Differentiated instruction

- The apprenticeship approach

# Training Objectives

At the end of this training, participants will be able to:

- Consciously plan strategies to improve students' abilities to detect, understand, and talk about how their languages are similar and different,
- Understand how cross-language connections can develop a self-extending bilingual communicative system, and
- Identify, analyze, and manipulate language forms – sounds, symbols, grammar, vocabulary – and language structures between and across languages.

# Warm-up Activity

- What have you done? What would you do?

## Student A

- Maggy, a fourth grade student recently arrived from México whose home language practices she identifies as Mixteco, but who has been schooled in Spanish in a rural school. Maggy's school did not provide her with the opportunities to use Mixteco or Spanish to perform the linguistically complex academic tasks valued in the U.S. schools. Her new school focused on developing Maggy's standard English and Spanish, through mechanical drills and tasks ignoring her Mixteco. When Maggy entered her U.S. school, she was assessed in English only. As a result, his lack of experience using language for academic purposes was masked by her poor English only performance.

## Student B

- Teresa, newly arrived from México City, can use Spanish to do all the things that the language arts standards require in reading and in Spanish. Teresa can provide text evidence of key ideas, make inferences, identify main ideas and relationships in complex texts, recognize the text's craft and structure (its chronology, comparison and contrast, identify cause and effect). She can associate knowledge and ideas from multiple sources and purposes, such as opinion, informative, explanatory, and narrative pieces. In an assessment, Teresa was asked to show her reading comprehension using English features exclusively, she performed very poorly.

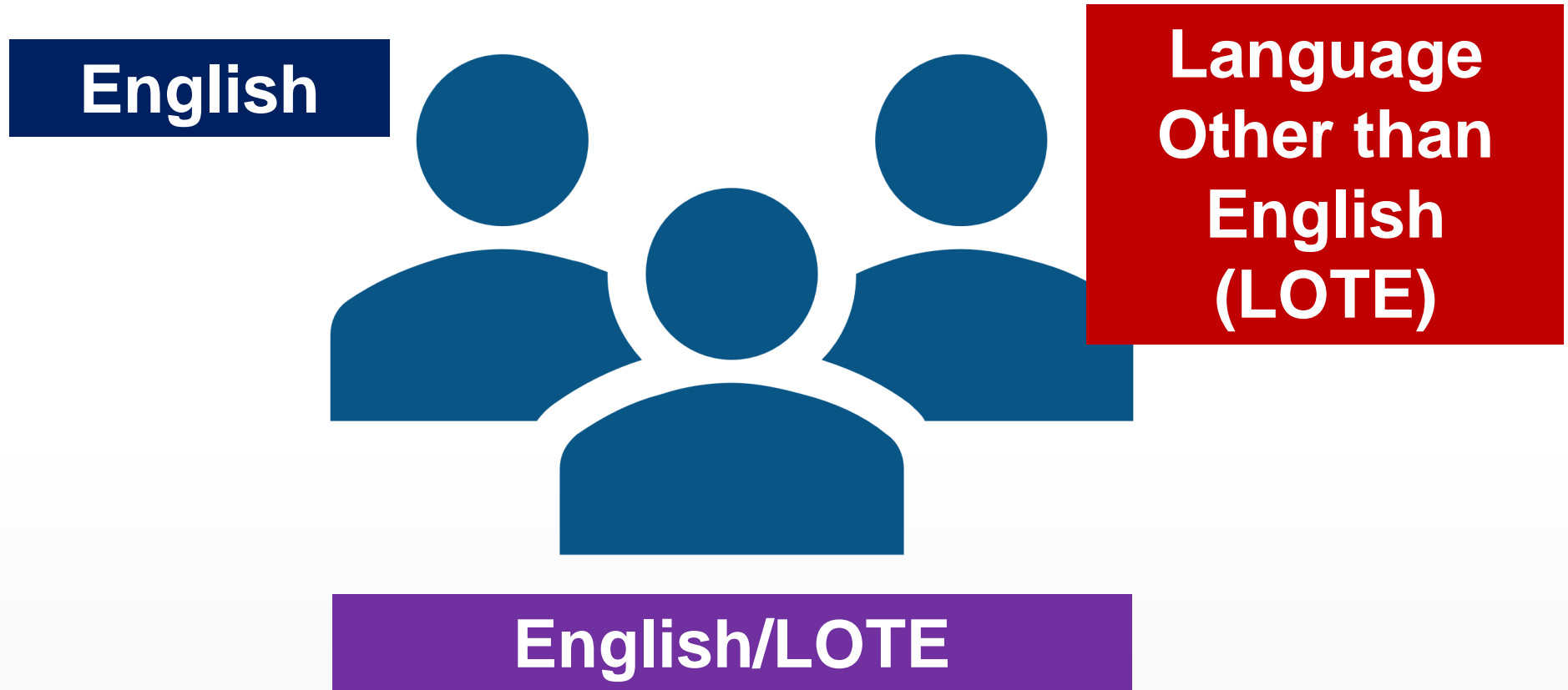
# Three Linguistic Spaces

# Three Linguistic Spaces

A well implemented dual language/multilingual program offers emergent bilinguals the opportunity to interact and obtain information in three linguistic spaces:

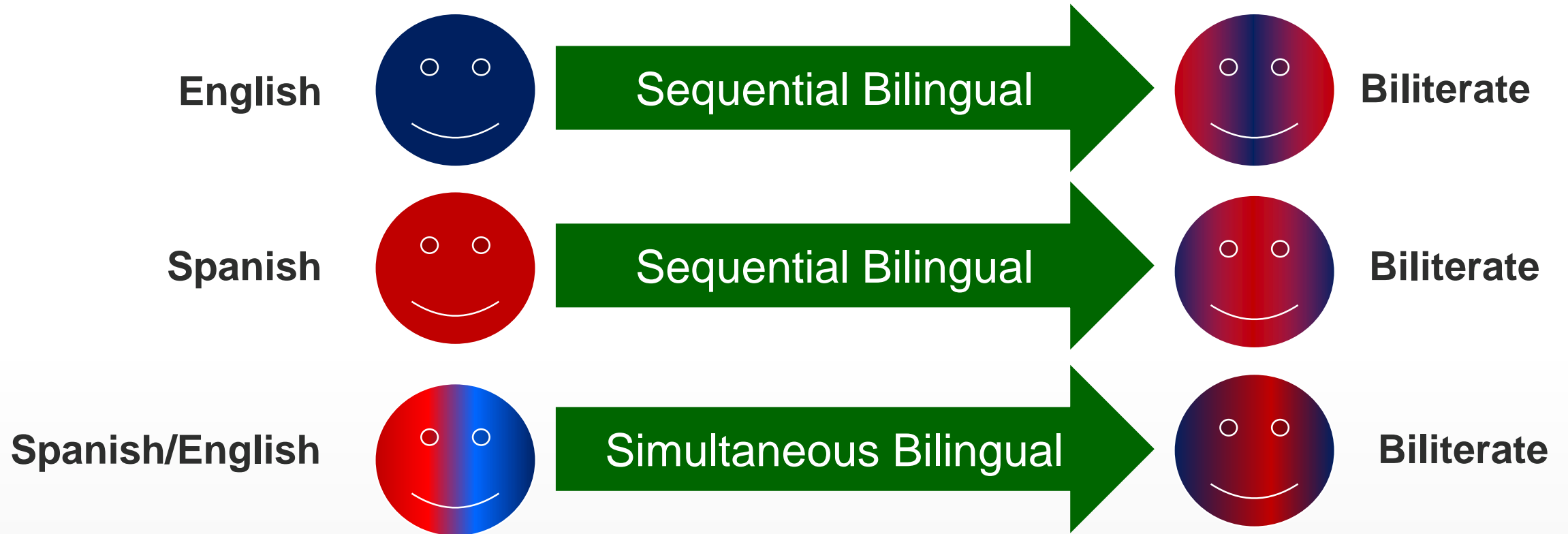
- In bilingual students
- In curriculum and schedules
- In the learning environment

# Three Linguistic Spaces – In Bilinguals



**Bilingual students can make metalinguistic decisions.**

# Students Who Enter the Biliteracy Learning in Dual Language Programs

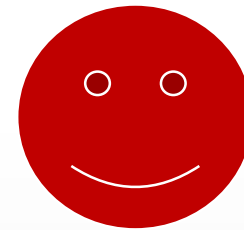
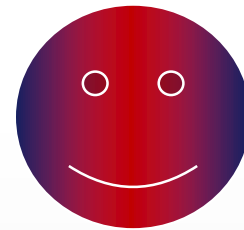
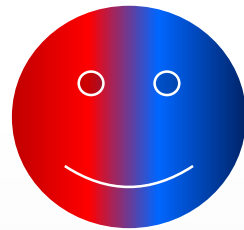
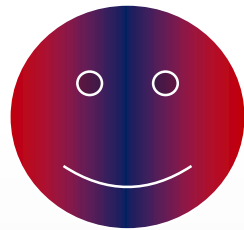


**Simultaneous bilinguals are not necessarily balanced bilinguals!**



# Emergent Bilinguals

- The term emergent bilingual is used to emphasize the development of bilingual and biliterate competencies in children who are developing two languages at the same time.



They are all emergent bilinguals developing biliteracy skills.

## Three Linguistic Spaces – In Curriculum and Schedules

“Planning for the three linguistic spaces promotes bilingualism and biliteracy for all emergent bilinguals, regardless of how they entered the program.”

(Beeman & Urow, 2019)

# Sample Language and Content Allocation: 50/50 Program Model - Sample

| Grade | Language | Subject |         |                |         | Instruction delivered by: | Period of Instruction |
|-------|----------|---------|---------|----------------|---------|---------------------------|-----------------------|
| K     | English  | Reading | Writing | Social Studies | ELD     | Teacher A                 | SY                    |
|       | Spanish  | Reading | Writing | Math           | Science | Teacher B                 | SY                    |
| 1     | English  | Reading | Writing | Math           | Science | Teacher A                 | SY                    |
|       | Spanish  | Reading | Writing | Social Studies | SLD     | Teacher B                 | SY                    |
| 2     | English  | Reading | Writing | Social Studies | ELD     | Teacher A                 | SY                    |
|       | Spanish  | Reading | Writing | Math           | Science | Teacher B                 | SY                    |
| 3     | English  | Reading | Writing | Math           | Science | Teacher A                 | SY                    |
|       | Spanish  | Reading | Writing | Social Studies | SLD     | Teacher B                 | SY                    |
| 4     | English  | Reading | Writing | Social Studies | ELD     | Teacher A                 | SY                    |
|       | Spanish  | Reading | Writing | Math           | Science | Teacher B                 | SY                    |
| 5     | English  | Reading | Writing | Math           | Science | Teacher A                 | SY                    |
|       | Spanish  | Reading | Writing | Social Studies | SLD     | Teacher B                 | SY                    |

# Sample Language and Content Allocation: 50/50 Program Model - Sample

Students must take Spanish and English Language Arts and one content course in Spanish (e.g., math, science or social studies).

| Grade | English Language Arts | Spanish Language Arts | Math      | Social Studies | Science   | Period of Instruction |
|-------|-----------------------|-----------------------|-----------|----------------|-----------|-----------------------|
| 6     | Teacher A             | Teacher B             | Teacher C | Teacher D      | Teacher E | SY                    |
| 7     | Teacher A             | Teacher B             | Teacher C | Teacher D      | Teacher E | SY                    |
| 8     | Teacher A             | Teacher B             | Teacher C | Teacher D      | Teacher E | SY                    |

# Sample Language and Content Allocation: 50/50 Program Model - Sample

| Grade | English                 | Spanish                                       | Math                            | Social Studies                          | Science                          | Period of Instruction |
|-------|-------------------------|---|---------------------------------|---|----------------------------------|-----------------------|
| 9     | Freshman Language Arts  | Spanish for Spanish Speakers                  | Algebra I<br>Teacher C          | US History<br>Teacher D                 | Geography<br>Teacher E           | SY                    |
| 10    | Sophomore Language Arts | AP Spanish Language                           | Geometry<br>Teacher C           | World History<br>Teacher D              | Biology<br>Teacher E             | SY                    |
| 11    | American Literature     | AP Spanish Literature                         | Algebra 2<br>Teacher C          | AP Government /Economics<br>Teacher D   | Physics<br>Teacher E             | SY                    |
| 12    | Honors and AP Classes   | Honors Dual Language / Latin American Studies | Trig/ Pre-Calculus<br>Teacher C | IB History of the Americas<br>Teacher D | Health and Wellness<br>Teacher E | SY                    |

# Sample Language and Content Allocation: 90:10 Program Model - Sample

- Grade: K
- Model: 90:10

| Language Arts<br>120 min.                       | Math<br>90 min.           | Science / Social<br>Studies<br>45 min.              |
|---|---------------------------|---|
| Language<br>Development –<br>Spanish<br>75 min. | Math – Spanish<br>80 min. | Science /<br>Social Studies –<br>Spanish<br>45 min. |
| Writing –<br>Spanish<br>30 min.                 |                           |   |
| Cross-language connection<br>25 min.            |                           |   |
| <b>Daily Minutes of Instruction: 255</b>        |                           |   |

- Grade: 1
- Model: 80:20

| Language Arts<br>120 min.                       | Math<br>90 min.           | Science / Social<br>Studies<br>45 min.           |
|---|---------------------------|--|
| Language<br>Development –<br>Spanish<br>70 min. | Math – Spanish<br>70 min. | Science / Social<br>Studies – Spanish<br>45 min. |
| Writing –<br>Spanish<br>25 min.                 |                           |  |
| English language development<br>25 min.         |                           |  |
| Cross-language connection<br>25 min.            |                           |  |
| <b>Daily Minutes of Instruction: 255</b>        |                           |  |

# Sample Language and Content Allocation: 90:10 Program Model - Sample

- Grade: 2
- Model: 70:30

| Language Arts<br>120 min.                 | Math<br>90 min.           | Science / Social<br>Studies<br>45 min.        |
|---|---------------------------|---|
| Language Development – Spanish<br>50 min. | Math – Spanish<br>60 min. | Science / Social Studies – Spanish<br>45 min. |
| Writing – Spanish<br>30 min.              |                           |   |
| English language development<br>50 min.   |                           |   |
| Cross-language Connection<br>25 min.      |                           |   |
| Daily minutes of instruction: 255         |                           |   |

- Grade: 3
- Model: 60:40

| Language Arts<br>120 min.                 | Math<br>90 min.           | Science / Social<br>Studies<br>45 min.        |
|---|---------------------------|---|
| Language Development – Spanish<br>50 min. | Math – Spanish<br>50 min. | Science / Social Studies – Spanish<br>45 min. |
| Writing – Spanish<br>20 min.              |                           |   |
| English language development<br>70 min.   |                           |   |
| Cross-language Connection<br>25 min.      |                           |   |
| Daily minutes of instruction: 255         |                           |   |

# Sample Language Arts Schedule: 80/20 Program Model - Sample

| Artes de la Lengua | Lunes  | Martes   | Miércoles   | Jueves   | Viernes  |
|--------------------|--|--|---|--|--|
| 10 minutes         | <b>Oratoria</b>  | <b>Oratoria</b>  | <b>Oracy - English</b>  | <b>Oratoria</b>  | <b>Oratoria</b>  |
|                    | * Hablar y Escuchar<br>* Conocimientos Previos<br>* Estructuras del Lenguaje | * Hablar y Escuchar<br>* Conocimientos Previos<br>* Estructuras del Lenguaje | * Listening & Speaking<br>* Background knowledge<br>* Language Structures | * Hablar y Escuchar<br>* Conocimientos Previos<br>* Estructuras del Lenguaje | * Hablar y Escuchar<br>* Conocimientos Previos<br>* Estructuras del Lenguaje                                   |
| 10 minutes         | <b>Lectura Interactiva en Voz Alta</b>                                       | <b>Lectura Interactiva en Voz Alta</b>                                       | <b>Interactive Read Aloud - English</b>                                   | <b>Lectura Compartida</b>  | <b>Lectura Compartida</b>  |
|                    | * Géneros<br>* Fluidez<br>* Comprensión Lectora                              | * Géneros<br>* Fluidez<br>* Comprensión Lectora                              | * Genres<br>* Fluency<br>* Reading Comprehension                          | * Vocabulario en Contexto<br>* Decodificar                                   | * Habilidades de Lectura<br>* Vocabulario en Contexto  |
| 20 minutes         | <b>Lectura Compartida</b>  | <b>Lectura Compartida</b>  | <b>Lectura Colaborativa</b>   | <b>Collaborative Reading - English</b>                                       | <b>Lectura Colaborativa</b>  |
|                    | * Habilidades Lectoras<br>* Vocabulario en Contexto                          | * Habilidades de Lectura<br>* Vocabulario en Contexto                        | * Habilidades de Lectura<br>* Decodificar                                 | * Reading Skill<br>* Decoding  | * Vocabulario en Contexto<br>* Decodificar   |
| 30 minutes         | <b>Trabajo en Equipos con el Maestro Líder</b>                               | <b>Trabajo en Equipos con el Maestro Líder</b>                               | <b>Trabajo en Equipos con el Maestro Líder</b>                            | <b>Trabajo en Equipos con el Maestro Líder</b>                               | <b>Lectura Independiente</b>   |
|                    | * Decodificar<br>* Fluidez y Precisión<br>* Lectura Independiente            | * Decodificar<br>* Fluidez y Precisión<br>* Lectura Independiente            | * Precisión<br>* Comprensión<br>* Lectura Independiente                   | * Precisión<br>* Comprensión<br>* Lectura Independiente                      | Sostener y expandir oportunidades de lectura par aplicar las habilidades y estrategias de comprensión lectora. |



# Sample Language Arts Schedule: 80/20 Program Model - Sample

| Artes de la lengua | Lunes   | Martes  | Miércoles   | Jueves   | Viernes  |
|--------------------|---|---|---|--|--|
| 15 minutes         | <b>Escritura Modelada</b>                             | <b>Escritura Modelada</b>                             | <b>Escritura Compartida</b>                           | <b>Escritura Colaborativa</b>  | <b>Modeled Writing - English</b>   |
|                    | * Géneros<br>* Convenciones                           | * Género<br>* Convenciones<br>* Análisis de Palabras  | * Géneros<br>* Convenciones<br>* Análisis de Palabras | * Análisis de Palabras<br>* Gramática<br>* Ortografía  | * Word analysis<br>* Grammar<br>* Spelling   |
| 20 minutes         | <b>Escritura Compartida</b>                           | <b>Escritura Compartida</b>                           | <b>Escritura Colaborativa</b>                         | <b>Escritura Independiente</b>   | <b>Escritura Independiente</b>   |
|                    | * Géneros<br>* Convenciones<br>* Análisis de Palabras | * Géneros<br>* Convenciones<br>* Análisis de Palabras | * Análisis de Palabras<br>* Gramática<br>* Ortografía | Los estudiantes escriben por ellos mismos y se les ofrece comentarios individuales en las conferencias de escritura. | Los estudiantes escriben por ellos mismos y se les ofrece comentarios individuales en las conferencias de escritura. |
| 15 minutes         | <b>Cross-language Connections</b>                     | <b>Cross-language Connections</b>                     | <b>Cross-language Connections</b>                     | <b>Cross-language Connections</b>  | <b>Cross-language Connections</b>  |
|                    | * Cognates<br>* Compare & Contrast<br>* Word Analysis | * Cognates<br>* Compare & Contrast<br>* Word Analysis | * Cognates<br>* Compare & Contrast<br>* Word Analysis | * Cognates<br>* Compare & Contrast<br>* Word Analysis  | * Cognates<br>* Compare & Contrast<br>* Word Analysis  |

# Three Linguistic Spaces – In the Learning Environment

Because emergent bilinguals operate in three linguistic spaces, the biliteracy learning environment includes:

## English

- The teacher maintains the language of instruction.
- Materials, instruction, and classroom assessments in the targeted language.

## Non-English (Spanish).

- Needs a protected space in which to develop.
- The teacher maintains the language of instruction.
- Materials, instruction, and classroom assessments in the targeted language.

## The Cross-Language Connections (The Bridge)

- Planned moment after receiving instruction in the targeted language.
- The teacher brings the two languages together for transfer and contrastive analysis.
- Both languages are used strategically.
- It is not a re-teaching content for understanding subject area learning or of literacy development.

# Planning to Develop Cross-Language Connections

## What do we mean by teaching for transfer?

“The ability to transfer knowledge and skills between languages is the theoretical underpinning of bilingual education”  
(Escamilla, 2009).

# Interpreting Cross-linguistic Transfer

Teaching for transfer addresses the needs of:

- The strategic use of two languages through planned literacy instruction in English and Language Other Than English (LOTE),
- The enrichment of students' linguistic resources,
- The use of both languages for learning, and
- To help students to transfer academic language in one language to the other language.

# Compare and Contrast: The Bridge

The focus of the bridge is language instruction, not concept instruction.

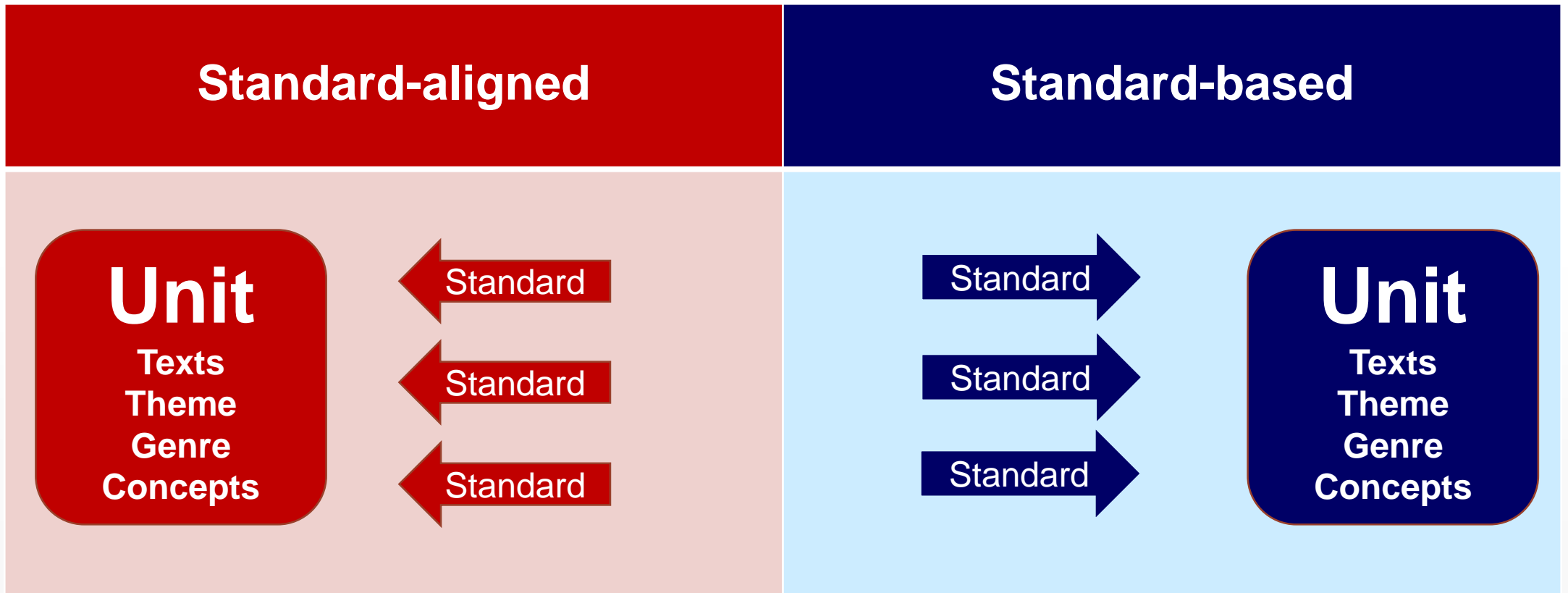
Bridging occurs once students have learned the new concepts and skills.

Students are attaching new words in English to concepts they already learned in Spanish.

Teachers must plan and implement bridging activities that are based on their knowledge of what their students know and can do in both languages.

# Creating Biliteracy Units

- Biliteracy units of learning are always standards-based instruction.
- Planning biliteracy units of learning can be:



# Planning for Biliteracy

| Collaboration for Transfer   | Opportunities for Compare and Contrast between Languages   |
|--|--|
| <b>Genres</b> <ul style="list-style-type: none"><li>• Informational</li><li>• Literature</li></ul>   | <b>Sentences and Phrases</b> <ul style="list-style-type: none"><li>• Sentence Patterning</li><li>• Article-Noun or Noun-Verb agreement</li><li>• Figurative Language</li></ul> |
| <b>Theme</b> <ul style="list-style-type: none"><li>• Concepts</li><li>• Big Ideas</li></ul>  | <b>Spelling</b> <ul style="list-style-type: none"><li>• Tricky Words / High Frequency Words</li></ul>  |
| <b>Skills</b> <ul style="list-style-type: none"><li>• Text Features</li><li>• Context Clues</li><li>• Author's Purpose</li><li>• Main Idea and Details</li></ul>                         | <b>Grammar</b> <ul style="list-style-type: none"><li>• Accents</li><li>• Contractions</li><li>• Verbs</li></ul>  |
| <b>Purposes and Constraints</b> <ul style="list-style-type: none"><li>• Support Ideas and Opinions</li><li>• Arguments and Persuasion</li><li>• Narrate Fiction and Real Event</li></ul> | <b>Phonics</b> <ul style="list-style-type: none"><li>• Sound-Print Letters</li><li>• Blending Phonics</li></ul>  |



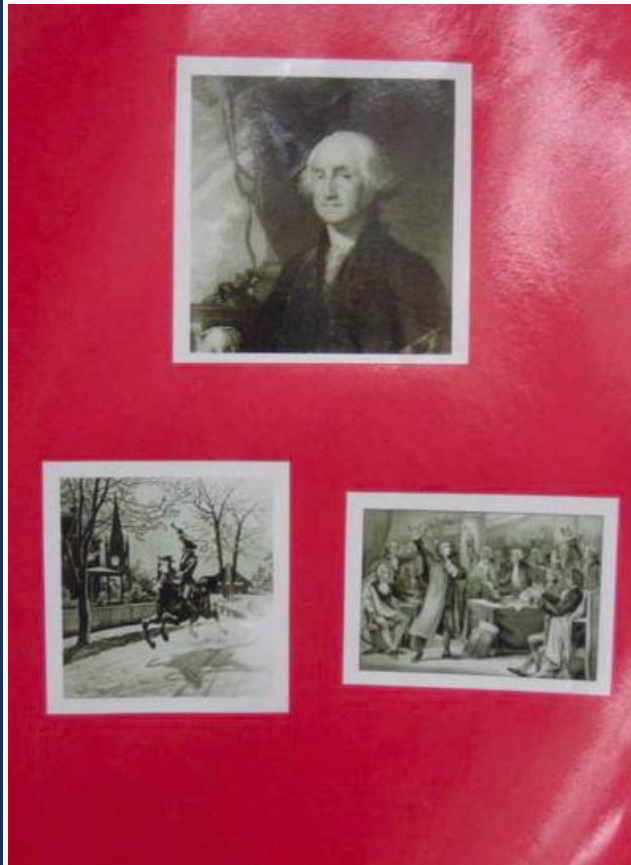
# Strategies to Develop Cross-Language Connections

# Observation Charts / Exploration Report

From Project GLAD ®: <https://ntcprojectglad.com/>

- Observation charts are groups of pictures related to the topic in the unit of learning. Students write or draw their observations or questions.
- Teachers models how the observation chart works and the expectations for student participation.
- Ensure that there is an adequate numbers of observation charts around the room, so students are not crowded.
- Students work in pairs or small groups.
- Students record words, sentences, or sketches related to the pictures.
- The teacher turns “control” over to the students, while still monitoring their participation.

# Observation Charts / Exploration Report



Exploration Report

Most Historical

Observations:

There are some patriots on the horses.

In this picture boats are exploding.

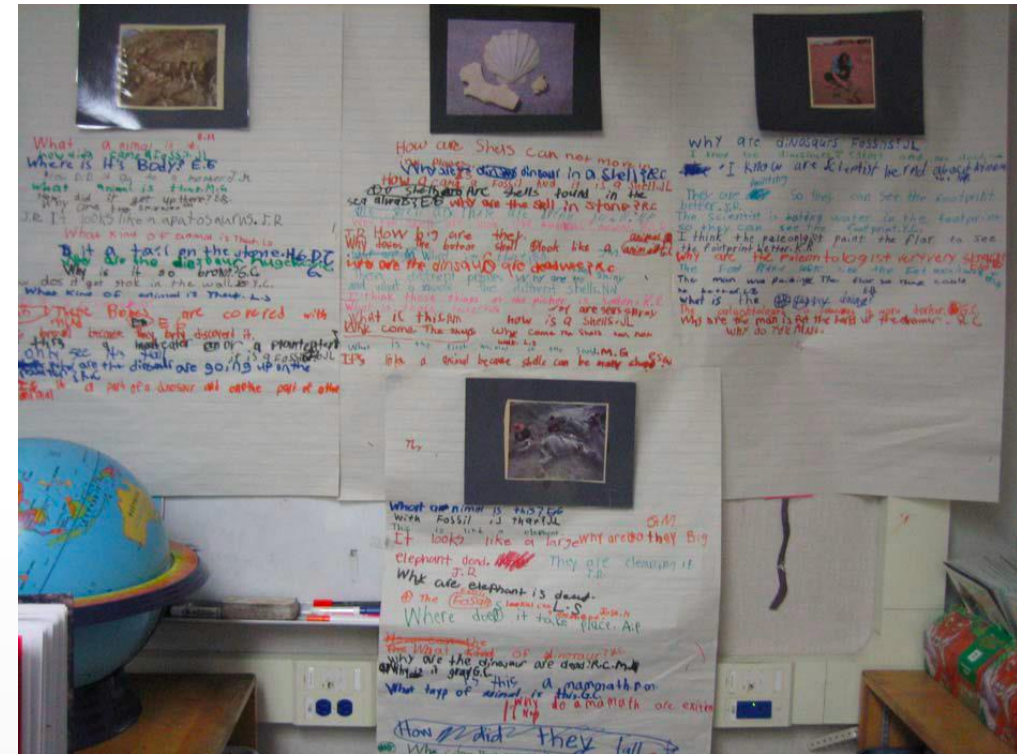
What are you wondering

Why are they using cannons?

Why are they having a war?

What are your predictions?

So they can come

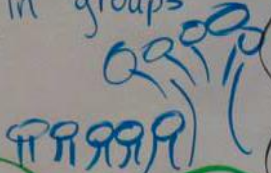



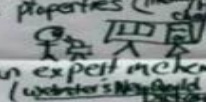

# Cognitive Content Dictionary

From Project GLAD ®: <https://ntcprojectglad.com/>

- The cognitive content dictionary is a vocabulary and comprehension strategy used to teach unfamiliar words and reinforce comprehension.
- This form should be thoroughly modeled for student use.
- Introduce new concepts or words to encourage students to make predictions.
- After reading, encourage students to find meaning and create definitions for each words.
- Students use the word in a oral sentence to check for understanding.
- In order to facilitate the bridging, a space to write the word in a partner language should be included.

# Cognitive Content Dictionary

| Word<br>H/N    | Prediction<br>(clues)   | Final Meaning<br>& sketch  | Spanish       |
|----------------|---|--|---------------|
| Classification | <ul style="list-style-type: none"> <li>a class taking a vacation</li> <li>being in class</li> <li>students in groups</li> </ul> | <ul style="list-style-type: none"> <li>putting things in groups</li> </ul>    | Clasificación |
| adaptation     | <ul style="list-style-type: none"> <li>adopt a child</li> <li>take care</li> </ul>  | <ul style="list-style-type: none"> <li>to change or adjust to help survive in different places/environments</li> </ul>  | adaptación    |
| cartilaginous  | to shake and move   |  |               |
| epileptic      | to dance  |  |               |
| mammalia       |   |  |               |
| lobster        |   |  |               |
| buga loo       |   |  |               |

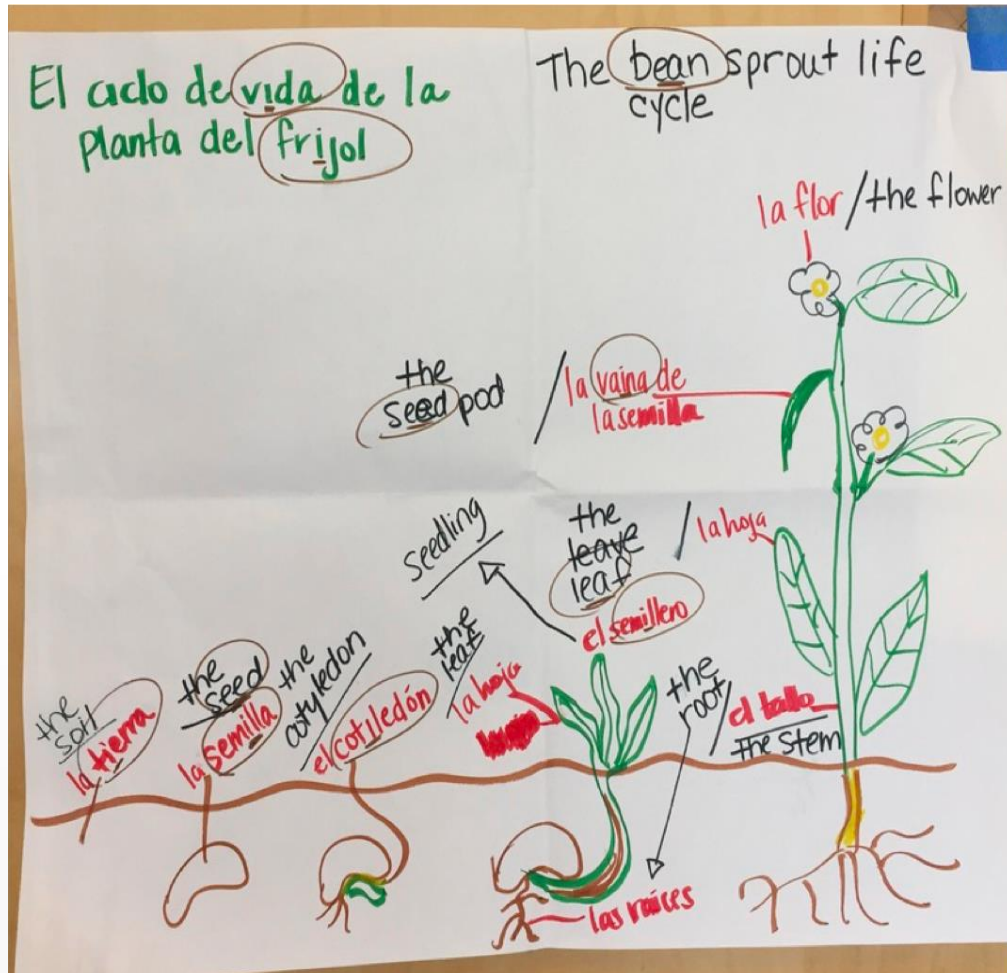
| Word/Term     | Prediction   | Final Meaning  | Oral Sentence |
|---------------|--|--|---------------|
| chemists      | <ul style="list-style-type: none"> <li>a type of scientist</li> <li>I think it means some kind of dust (smaller made)</li> </ul> | <ul style="list-style-type: none"> <li>scientists who study matter and its properties</li> <li>an expert in chemistry</li> </ul>  |               |
| condensation  | <ul style="list-style-type: none"> <li>It's like a water cycle (condensate)</li> </ul>   | <ul style="list-style-type: none"> <li>water that collects on a cold surface</li> </ul>   |               |
| chlorine      |  |  |               |
| dioxide       |  |  |               |
| electrocution |  |  |               |
| eratic        |  |  |               |
| syntax        |  |  |               |

# Input Charts

From Project GLAD ®: <https://ntcprojectglad.com/>

- Pictorial input charts are large, color-coded illustrations on chart paper that introduce a concept and use academic language to label items or concepts around the illustration.
- The chart is pre-planned (e.g., lecture notes, sketches, words penciled ahead of time).
- The teacher uses color coding for each chunk of the lesson.
- Students are given writing opportunities.
- When indicated by the teacher, students orally read words/phrases from the chart.

# Input Charts



**Las abejas y su Colmena.**

**Las abejas obreras ayudan a su familia y producen la miel.**

**Las abejas obreras mantienen la colmena tranquila.**

**Las abejas son el insecto más importante del planeta.**

**Las abejas recogen el polen y néctar de las flores.**

**Las abejas trabajan en equipo.**

**La colmena es una gran familia por que trabajan juntos.**

**Las abejas hacen la miel con el néctar de las flores.**

**Las abejas nos ayudan a nosotros!!**

**Planeta Tierra**

**Etiquetas de la abeja:** cabeza, alas, antenas, ojos, patas, boca.

**Etiquetas de la flor:** Flor, Néctar, polen.

**Libros:** El cuerpo de los insectos, Abejas obreras.

# Input Charts

## The Crane

### Red Crowned Crane

- Red Crown
- white feathers
- long, dark neck
- white feathers on wings
- white feathers on the breast
- white thighs
- white, gray tail feathers
- Long black legs and feet
- dark colored bill

- Cranes are large birds that live in wetlands (marsh).
- They use their long legs to wade (walk) in shallow (low water).
- They use their long necks and bill to kill small animals or plant roots.
- Cranes are omnivores, they eat plants and meat. They eat fish, insects, plant roots, lizards or tiny birds.
- Cranes are found in Africa, Asia, Australia, Europe and N. America.
- Cranes migrate seasonally: they fly long distances from cold areas to warmer areas.
- When cranes migrate they fly in a V formation.
- Cranes have been a symbol of peace, wisdom, good luck, and longevity for thousand of years.

## Comunidad

Un grupo de personas que trabajan, ayudan y comparte unidos.

### ¿Cómo somos un buen ciudadano?

#### Salón de clases

- Ayudando a mis compañeros cuando lo necesitan.
- Compliendo con mi trabajo de la semana.
- Respetando a mis compañeros y a la maestra.
- Trabajando fuerte para entregar mi trabajo de clase completo.

#### El patio de juego

Compartir las áreas de juego.

Ser amable con todos los niños.

Poner la basura en su lugar.

#### Respetar a los seres vivos.

- ardillas
- arañas
- murciélagos
- aves
- abejas
- hormigas

#### Escuchar a la maestra cuando me llama a hacer la línea.

#### Escuela

#### Cafeteria

- Respetar el turno de los niños cuando hacen la línea.
- Se enfoca en comer y no hablar.
- Caminamos en orden.
- Usamos un tono de voz bajo.
- No tiramos ni jugamos con la comida.

#### Autobús

- Mantenemos limpio el autobús.
- Viajamos sentados.
- Respetamos al Chofer.
- Hablamos con voz baja o normal.
- Mantene nuestros m y cabeza dentro del autobús.
- Respeto a mis compañeros grandes o pequeños.

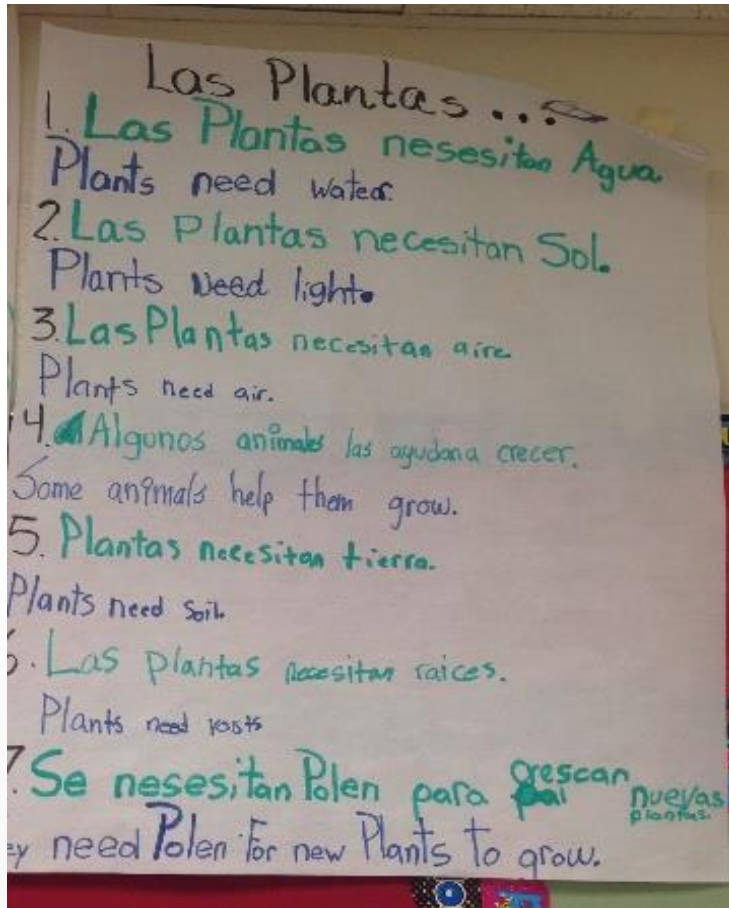


# Así se dice – That's how you say it

From Teaching for Biliteracy: <https://www.teachingforbiliteracy.com/>

- Así se dice is a cross-language strategy for students at about third grade or higher.
- Students generate a statement of big idea in one language about what they have learned and then paraphrase it in the other language.
- This strategy allows the contrastive analysis between languages to include word choice, punctuation, syntax and grammar, and cultural norms.

# Así se dice – That’s how you say it



| English    | Cross-Language | Spanish      |
|------------|----------------|--------------|
| The farmer | El farmero     | El granjero  |
| to push    | puchar         | empujar      |
| parking    | parkeando      | estacionando |

# Side by Side

From Teaching for Biliteracy: <https://www.teachingforbiliteracy.com/>

- The side by side is a strategy that helps students to identify keywords in two languages that represent their learning.
- Students compare and contrast two languages.
- Students demonstrates their understanding of the words using the concrete activity.

# Side by Side

| 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 | thre <u>e</u>  |
| sem <u>i</u> llero  | le <u>a</u> f | me <u>e</u> t  |
| coti <u>e</u> ledón | me <u>a</u> t | coff <u>ee</u> |
| fri <u>j</u> ol     | be <u>a</u> n |                |
| vi <u>d</u> a       |               |                |

Español

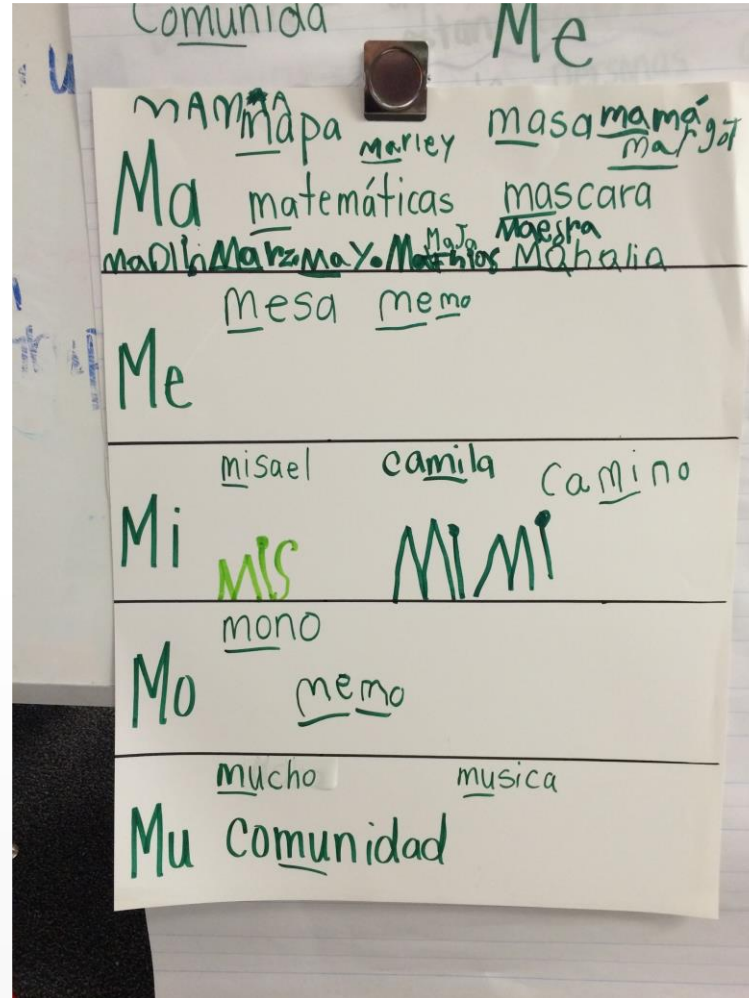
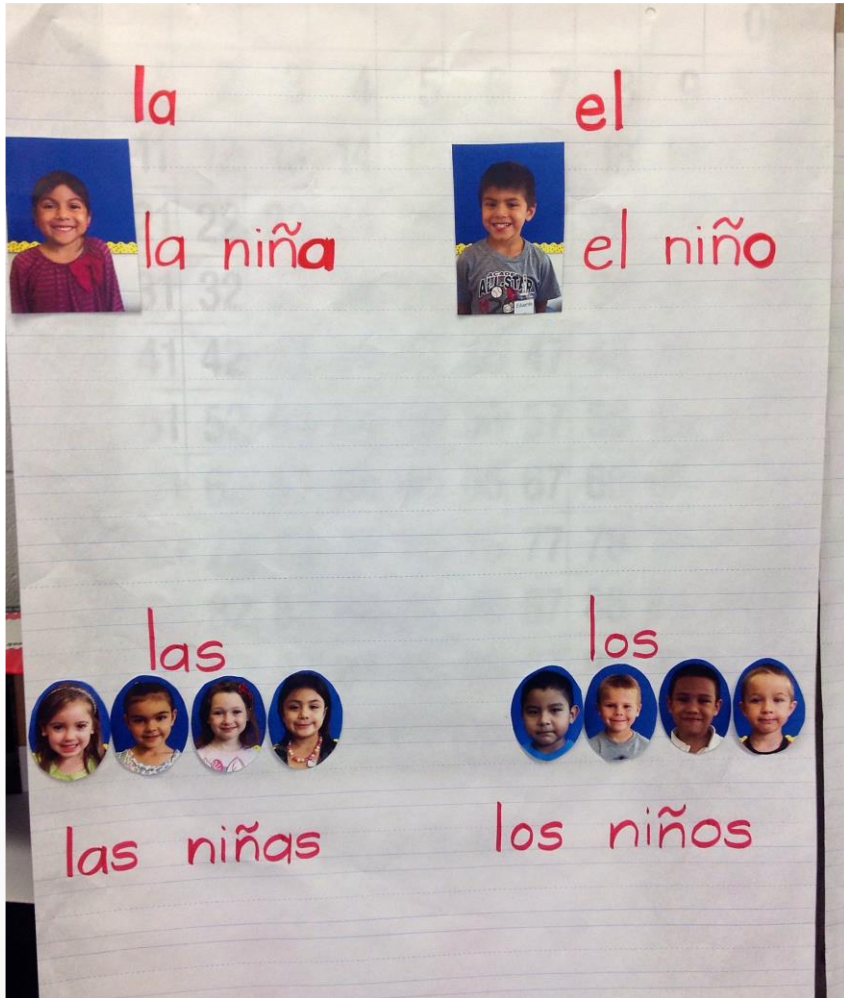
semilla  
sol  
flor  
árbol

Inglés

seed  
sun ☀️  
flower  
tree

# The Three Instructional Moments

# Spanish Anchor Charts



# Spanish Anchor Charts

| Acento (í)  | Tildes (ñ) | Diéresis (ü) | Acento<br>Significado              | Sin Acento<br>Significado |
|---|------------|--------------|------------------------------------|---------------------------|
| decisión<br>¿dónde?<br>También<br>título<br>hábitat<br>ecosistema<br>ficción<br>no ficción<br>árbol<br>clorofila<br>fotosíntesis<br>Después |            |              | papá<br>mamá<br>También<br>Después | papa<br>mamá              |

10-2-2015

El ambiente es el lugar donde la historia ocurre.

La selva tropical es húmeda y llena de árboles.


# English Anchor Charts

May I \_\_\_\_\_?

I would like \_\_\_\_\_.

Could you please \_\_\_\_\_?

Do I need to \_\_\_\_\_?

Tricky  -ed

| <u>ed</u> | <u>d</u> | <u>t</u>  |
|-----------|----------|-----------|
| planted   | shoveled | jumped    |
| tested    | vacuumed | talked    |
| lifted    | watered  | walked    |
|           | closed   | washed    |
|           | tried    | looked    |
|           | hummed   | stretched |
|           |          | knocked   |

| -ea       | -ee      |
|-----------|----------|
| meat      | feet     |
| eat       | between  |
| fearless  | breeze   |
| ear       | need     |
| leaf      | tree     |
|           | seed     |
|           | seedling |
| ecosystem | finally  |
| we        | family   |
| between   | eighty   |
| leaf      |          |



# English Anchor Charts

## The True Story of The Three Little Pigs

### Point of View

The Three Little Pigs

The character (wolf) was telling the story (introduced himself)

The narrator was telling the story

**1<sup>st</sup> person**  
Using words like:  
I  
Me  
We

**3<sup>rd</sup> person**  
She  
He  
They  
Their

Clue: Who is telling the story?

of a story.

## Plot

Climax - Main Event

Rising Action

Falling Action - Resolution

Exposition:  
Problem/Conflict

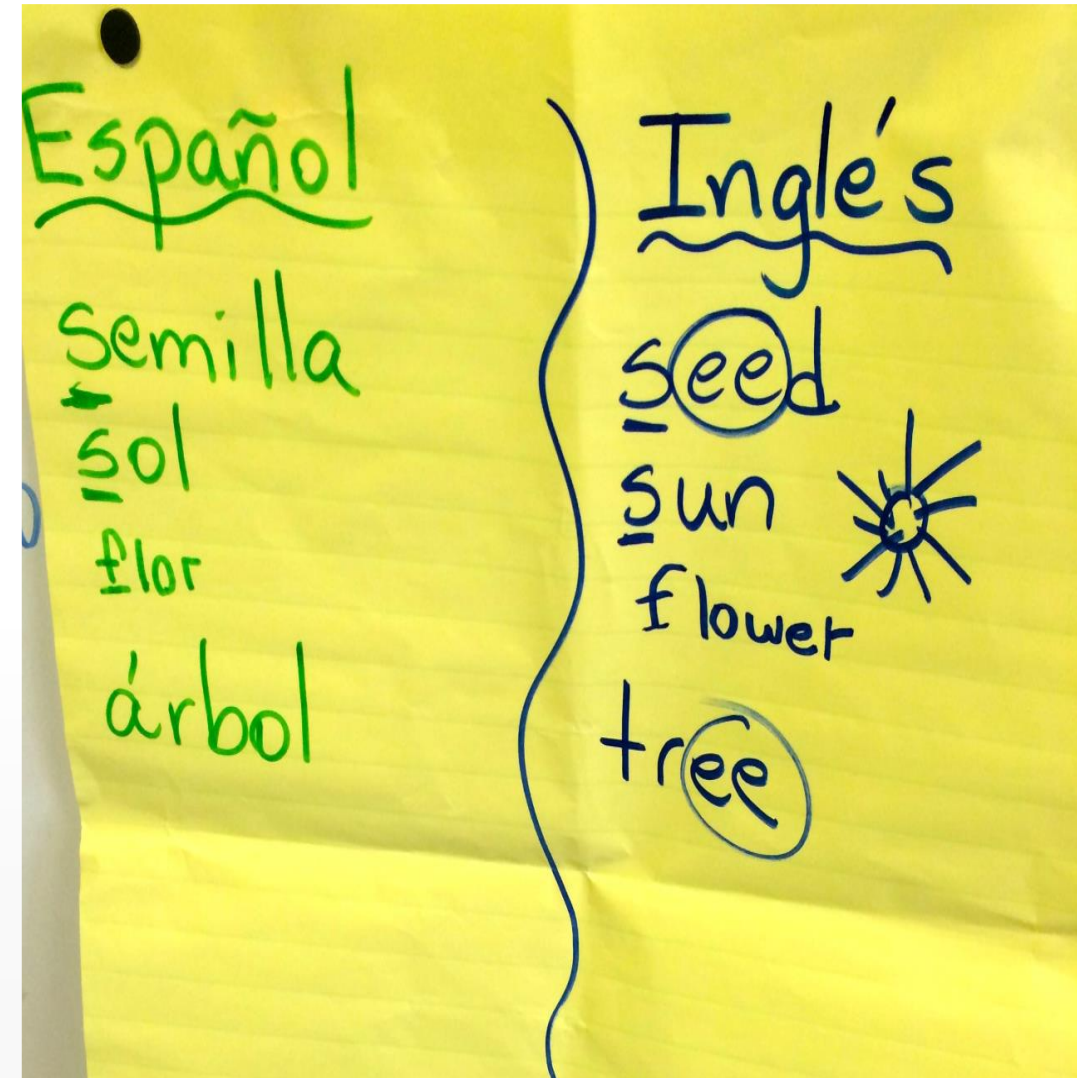
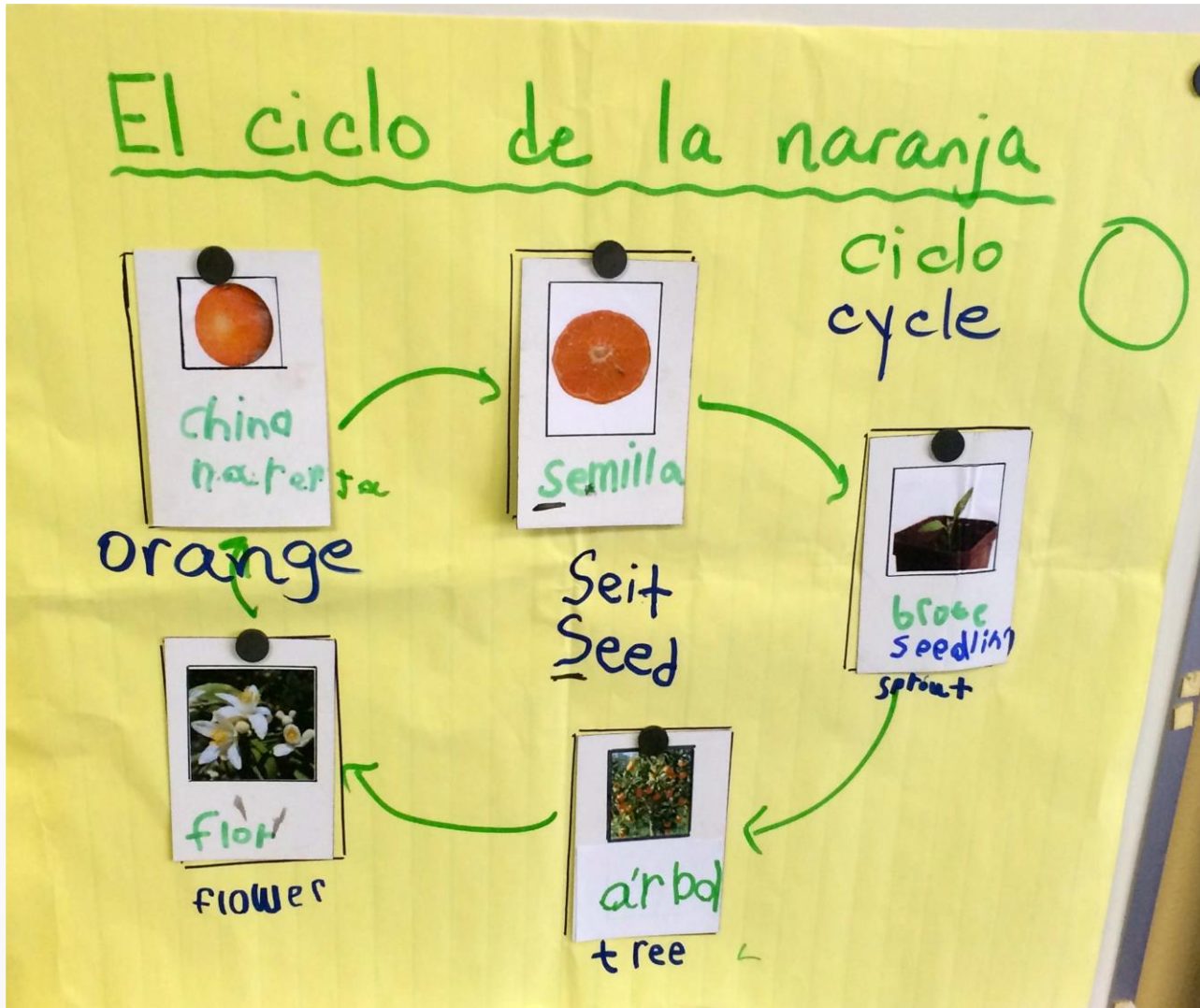
Plot: The main events of a story.

Text: Jenks and the Fire

He got angry and started to throw rocks. He uses a quartz rock and a pocketknife to start a fire.

Climax

# Cross-Linguistic Connection Anchor Charts



# Cross-Linguistic Connection Anchor Charts

|                |                 |
|----------------|-----------------|
| 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           |

|                                   |                            |
|-----------------------------------|----------------------------|
| <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> (DS)          | <u>construction</u> (DS)   |
| <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>Multiplication</u> (TR) |
| <u>acción</u> (SH)                | <u>action</u> (SH)         |

# Cross-Linguistic Connection Anchor Charts

| S - Adj                                     | Adj. → N                                     |
|---|--|
| carro rojo<br>la roca sedimentaria          | red car<br>the sedimentary rock.             |
| Ción  | tion   |
| transformación<br>educación<br>comunicación | transformation<br>education<br>communication |

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

# Closing Activity

# Exit Ticket



| Statement  | Yes | Not Sure | No |
|--|-----|----------|----|
| I understand the importance of cross-language connections in a dual-language instruction.                    |     |          |    |
| I am able to identify in the classroom the three linguistic spaces for dual-language instruction.            |     |          |    |
| My daily/weekly schedule reflects the time to implement cross-language connection strategies.                |     |          |    |
| I understand how cross-language connections strategies facilitate metalanguage awareness in my students.     |     |          |    |
| I feel confident to practice and implement cross-language connection strategies with my students this month. |     |          |    |
|  |     |          |    |

# Q & A

## CONTACT INFO

**NAME:**

Santiago Sanchez

**TITLE:**

Multilingual Specialist

**EMAIL:**

Santiago.Sanchez@dc.gov

**PHONE:**

(202) 741-5311

## DIVISION OF TEACHING & LEARNING

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