



Supporting Content Through Literacy

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About Us

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Follow along!



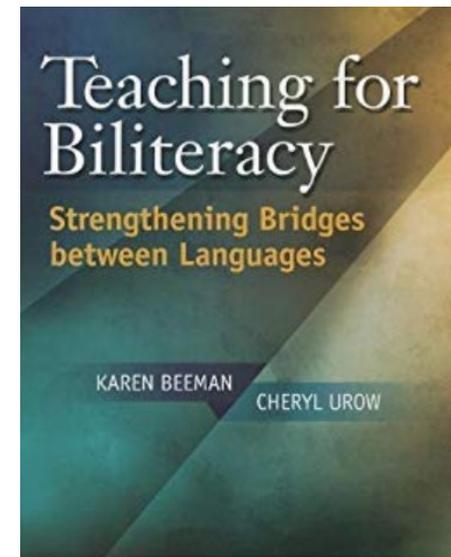
Agenda

- Define "Bridging"-What is it? How is it beneficial to DLI?
- Provide examples of Bridging the English and Spanish language
- Discuss ways to integrate standards in order to meet pacing guidelines
- Demonstrate how to prepare for vertical alignment across grade levels
- List suggestions of how to prioritize your time

What is "Bridging"?

·Beeman and Urow (2013) found the following definition:

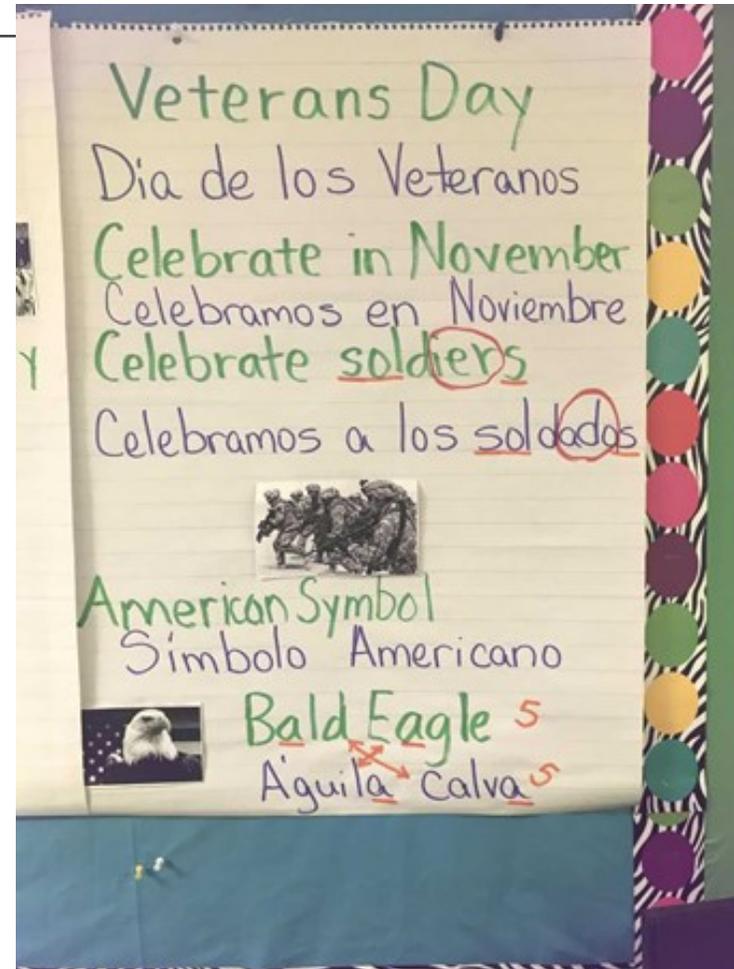
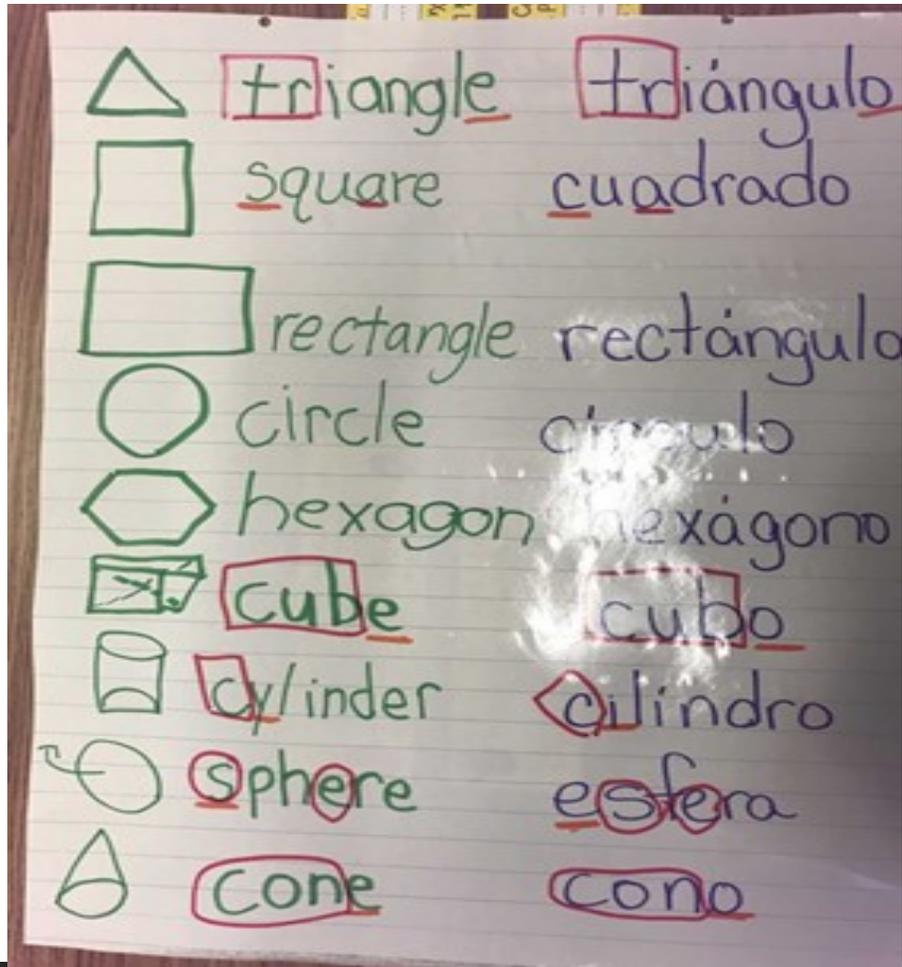
The bridge is the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences in the phonology, morphology, syntax and grammar, and pragmatics between the two languages, that is, to undertake contrastive analysis and transfer what they have learned from one language to the other.



Phonology	Morphology	Syntax and Grammar	Pragmatics
Comparison of the sounds 	Comparison of word formations Prefix Root Suffix un read able	Comparison of sentence structure and language rules Look at the <u>red</u> <u>bird!</u> ¡Mira el <u>pájaro</u> <u>rojo!</u>	Comparison of how the language is used/how we react (culture) <i>Request in English vs. Request in Spanish</i> <i>"Would you mind... "</i>

What is the purpose behind "The Bridge"?

Examples of Bridging

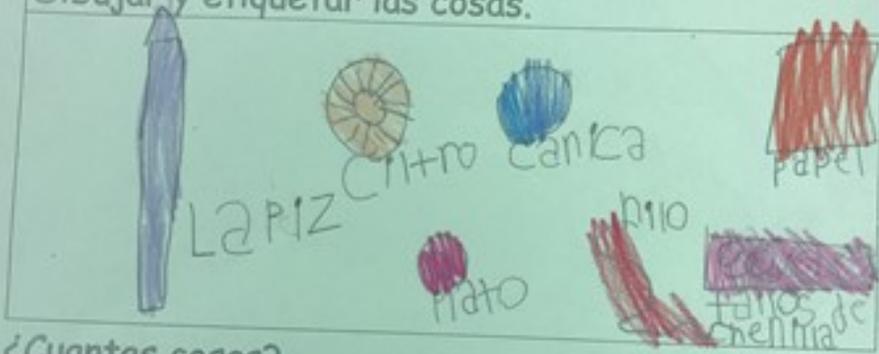


How does the Spanish model support bridging?

- Standard taught directly in the English language, reinforced in Spanish
- Cobb County Kindergarten ELA standard: Writing: ELAGSEKW2 Information/ Explanatory: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the subject.
- Standard taught directly in the Spanish language, reinforced in English
- Cobb County Kindergarten Science Standard: SKP2 Motion: Obtain, evaluate, and communicate information to compare and describe different types of motion.

¿Que hay en mi bolsa?

Dibujar y etiquetar las cosas.



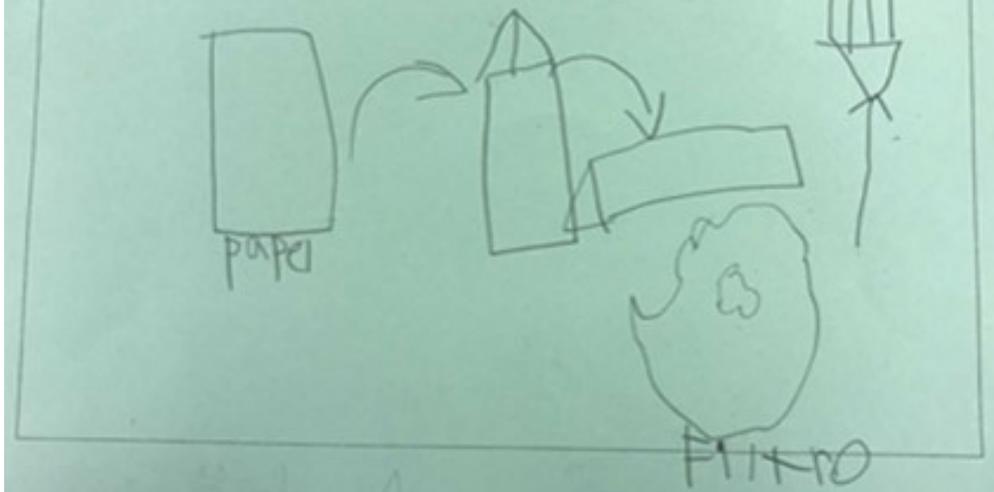
¿Cuántas cosas?

16

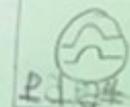
cosas en mi bolsa.

¿Cual es tu plan?

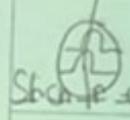
Dibuja y etiqueta tu plan.



These are the steps to making my model:



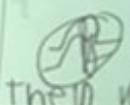
1. First, I get a plat.



2. Next, I get a stick.



3. Then I try the plat.

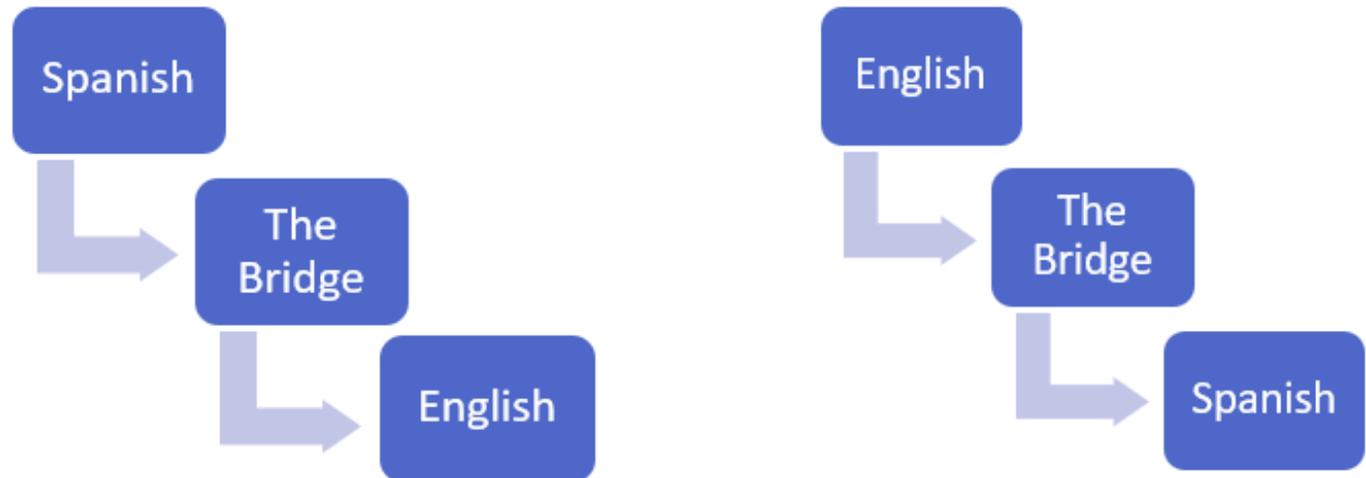


4. Last, I am done.

then we are done

Why is “The Bridge” Important?

- Students are provided the opportunity to connect the content-knowledge in one language to the other language.
- It is a planned instructional moment that is student lead.
- Bridging languages provides students with the opportunity to strengthen their knowledge in both languages.



The Strategic Use of Two Languages

According to Beeman and Urow (2013):

The instructional elements that come before the Bridge-developing oracy and background

knowledge, reading comprehension, writing, word study, and summative assessments

are planned and conducted in one program language, the language of heavy lifting. During

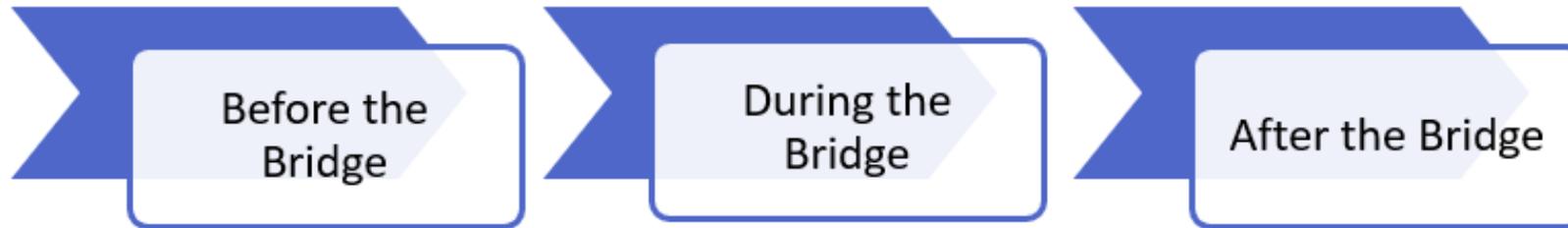
the Bridge, when students and teachers engage in contrastive analysis of their languages,

the two languages come together. After the Bridge, extension activities are conducted in

the other program language. (Refer to Chapter 4)

How can teachers plan the strategic use of two languages?

- Pre-plan for the quarter together
- Look at the Content Standards and pace them accordingly to work with your schedule
- The three components of pre-planning together are:



Why should I use language to teach content?

- The actions inside of content standards are language objectives.
- Therefore, the standards require language goals to be met and included.

SCIENCE	3	2	1
Obtain, evaluate and communicate scientific information Compare and describe different types of motion. SKP2	Describes and compares how an object's attributes result in different types of motion – straight, circular, back and forth, fast and slow, and motionless when a force is applied AND constructs an argument as to the best way to move an object based on its physical attributes.	Describes and compares how an object's attributes result in different types of motion – straight, circular, back and forth, fast and slow, and motionless when a force is applied OR constructs an argument as to the best way to move an object based on its physical attributes.	Unable to describe and compare how an object's attributes result in different types of motion – straight, circular, back and forth, fast and slow, and motionless when a force is applied OR construct an argument as to the best way to move an object based on its physical attributes.
SOCIAL STUDIES	3	2	1
Geographic Understandings 1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	Independently describes the diversity of American culture by explaining the customs and celebrations of various families and communities.	Describes the diversity of American culture by explaining the customs and celebrations of various families and communities with teacher assistance.	Does not describe the diversity of American culture by explaining the customs and celebrations of various families and communities.



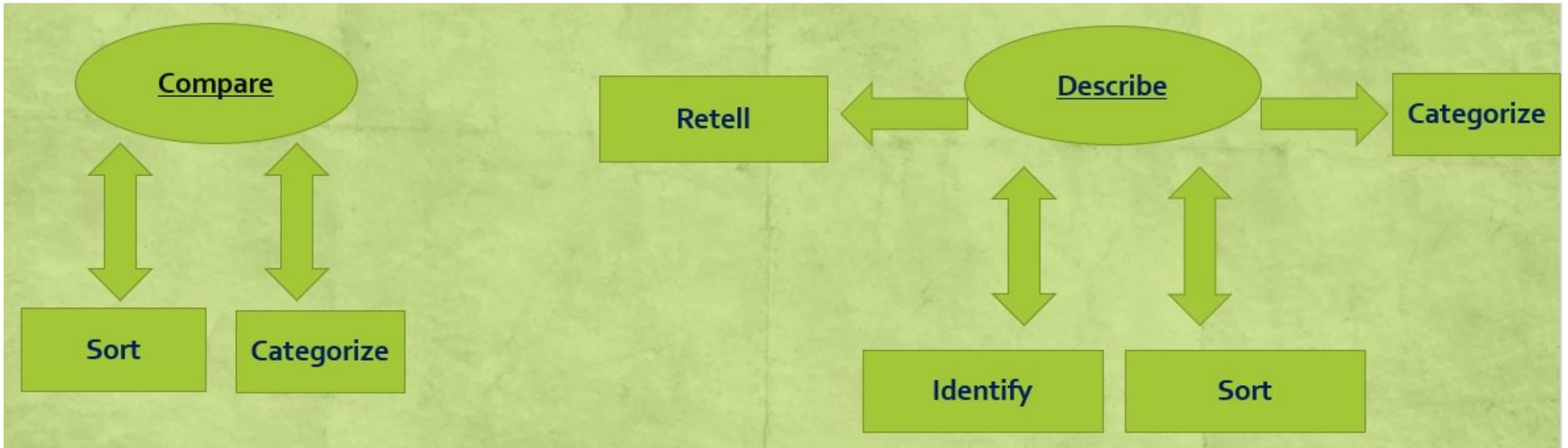
QUARTER 2-Kindergarten

SCIENCE

SCIENCE	3	2	1
<p>Obtain, evaluate and communicate scientific information</p> <p>Compare and describe different types of motion.</p> <p>SKP2</p>	<p>Describes and compares how an object’s attributes result in different types of motion – straight, circular, back and forth, fast and slow, and motionless when a force is applied AND constructs an argument as to the best way to move an object based on its physical attributes.</p>	<p>Describes and compares how an object’s attributes result in different types of motion – straight, circular, back and forth, fast and slow, and motionless when a force is applied OR constructs an argument as to the best way to move an object based on its physical attributes.</p>	<p>Unable to describe and compare how an object’s attributes result in different types of motion – straight, circular, back and forth, fast and slow, and motionless when a force is applied OR construct an argument as to the best way to move an object based on its physical attributes.</p>

How Can I Integrate Standards?

- Look at this standard below. What background knowledge do students need? What is the standard requiring of the students to perform?



Annotate the Standard

- When teachers identify the verb prior to instruction, they can unpack the standard to scaffold instruction. By unpacking the standard, we can differentiate instruction to language learners.

Planning for Integration of Standards

DLI Content Planning

Step 1: Pick a Standard/Annotate Standard

Standard:	Challenges with Standard:
What standards can you integrate to reinforce literacy? Standards:	Areas to support each other:
Pacing:	

-What essential questions can you ask to guide discussion?	
After the Bridge -How will you review and assess the standard? -What literacy standard will you incorporate? -How will you extend students?	

Step 2: Vocabulary-Look up the vocabulary listed in CTLS. Decide on words to use in Spanish.

CTLS English Vocabulary:	Chosen Spanish Vocabulary:
Essential Questions:	Any areas of concern?

Step 3: Plan the lesson with the three areas: (Use CTLS)

Before the Bridge -How will you explore and build background knowledge? -What resources are available?	
During the Bridge -What phonics/literacy standards are you focusing on?	

Step 1: Pick a Standard/Annotate Standard

Standard:

Describe objects in terms of the materials they are made of and their physical attributes.
SKP1

What standards can you integrate to reinforce literacy?

Standards:

Math-Sorting Objects into a given category

*Assess GKids Readiness Check as pre-assessment prior to instruction

ELAGSEKRL1-Ask and answer questions-Describe the material

ELAGSEKRL7-Relationship between illustrations and vocabulary

ELAGSEKW1,2-Draw and label items and materials; Write story about a "material" and what happens.

ELAGSEKL4a-Using words to describe materials that may be similar in meaning

MGSEK.G.2,3-Shapes

MGSEK.G.4-Comparing Shapes

Challenges with Standard:

-Sorting objects is a challenge for students at the beginning of the year

-Students need background knowledge in words used to describe materials (soft like a feather/cotton ball)

-Students need exposure to 5 senses before observing

Areas to support each other:

-Use visuals to help with sorting. Model, model, model sorting and practice before assessing.

-Use real items to model and have students feel.

-Reinforce the 5 senses while teaching this unit.

Planning for Integration
of Standards

Step 1: Pick a Standard/Annotate Standard

<p>Standard: <i>SKP2 Compare and describe different types of motion.</i></p> <p>What standards can you integrate to reinforce literacy?</p> <p>Standards: <i>ELAGSEKW2 Use a combination of drawing, dictating, AND writing to compose an informative writing piece.</i> <i>ELAGSEKL2a,b Consistently and independently use ending punctuation and capital letters to begin the sentence.</i></p> <p>Math Standard <i>MGSEK.CC.4, 5 Count to tell the number of objects</i></p>	<p>Challenges with Standard: <i>-Balancing the STEM project and making sure we assess in English</i> <i>-When will we listen to student's verbal explanation of model?</i> <i>-How will we make sure it is "student lead"?</i></p> <p>Areas to support each other: <i>-Dividing the STEM project</i> <i>1. Design and Explore in Spanish</i> <i>2. Bridge Vocabulary in English</i> <i>3. Draw and label in Spanish</i> <i>-Using the same visuals</i> <i>-Creating groups that are based on behavior and language ability (Use the same groups in both classes.)</i></p>
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Planning for Integration of Standards

Planning for Integration of Standards

Before the Bridge	During the Bridge	After the Bridge
<ul style="list-style-type: none">-The teachers explicitly teach the new standard through vocabulary, reading comprehension, and writing.-This does not mean you are simply pointing a vocabulary word and having the children repeat.-Build background knowledge through the constructivists approach to teach new concepts-Assess the standards in this language before bridging.	<ul style="list-style-type: none">·Teachers plan a lesson on contrasting the two languages.·Teachers can bridge the language in various ways by focusing on a specific linguistic area when comparing the languages.	<ul style="list-style-type: none">·The teacher explores the standards through extension activities.·This <u>does not</u> mean explicitly re-teaching the content in another language.·Instead, teachers use the concepts of the other content to extend student through another learning activity.

Examples of Integrating Standards for Extension

Thanksgiving Constructed Response?
 Name: _____ Date: _____
 Directions: Draw, label, and write to answer the question. Use details from the story to support your answer.

What did the Pilgrims do when they landed?

The Pilgrims _____

3: Student answer the question and provides an explanation	2: Student needs teacher support	1: Student cannot complete without teacher support
3: Student explains a characteristic of the First Thanksgiving.	2: Student can explain with teacher support	1: Limited progress

Columbus Day Constructed Response
 Name: _____ Date: _____
 Directions: Read aloud the holiday book "Columbus Day." Student will answer question using details from the book.

Why do we celebrate Columbus Day? Explain your answer using details from the story.

We celebrate Columbus Day because ...

3: Student independently describes and explains the holiday.	2: Student needs assistance explaining the holiday	1: Student is not able to answer/Responds off topic
3: Student answers the questions about the story	2: Student needs assistance to explain answer	1: Student is not able to answer/Responds off topic

Motion Constructed Response
 Name: _____ Date: _____
 Directions: Read aloud the story "Discover the Laws of Motion." Find details to answer the question. Draw, label, and write to explain your answer.

Why do things move faster? Use an example the author provides to answer the question.

According to the author, objects move faster when _____

3: Identify the reasons an author gives to support points in a text	2: With prompting and support, identifies the reason an author gives to support points in a text.	1: Student needs teacher assistance to complete every step.
3: Explains the way forces and motion change speed.	2: With prompting and support, explains the way forces and motion change speed.	1: Student needs teacher assistance in order to identify and explain.

Name: _____ Date: _____
"Munching Millie" Constructed Response
 What material did Millie eat in the story? How do you know it was made of that material?
 Directions: Draw and label the material. Write to complete the sentence starter.

Millie ate something made of _____ . It is made of



because

3: Student independently identifies the material and explains	2: Student needs assistance to identify material or explain	1: Student is not able to identify the material or explain. Teacher support needed.
3: Student draws and labels to answer the question.	2: Student needs assistance to explain but can draw.	1: Off topic OR student needs support to identify answer.

Vertical Alignment Across Grade Levels

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
SSKH1a, g, i: Identify the national holidays and describe people and/or events celebrated.	SS 1H1 Read about and describe the life of historical figures in American history. (Lewis, Clark, Sacagawea	SS 2H1: Describe the lives and contributions of historical figures in Georgia history. (Sequoyah)	SS 3H1 Describe early American Indian cultures and their development in North America	SS 4H3 Explain westward expansion in America. b. The westward expansion of American Indians	SS 5H1 Describe how life changed in America at the turn of the century.
<u>Mini-Lessons:</u> -Venn Diagram of comparing Thanksgiving Then and Now -Emergent Readers -Sequence Retelling the First Thanksgiving	<u>Mini-Lessons:</u> -Read biographies and retell facts -Write information in journal -Compare and contrast in Venn Diagram the past and present	<u>Mini-Lessons:</u> -Read stories about Creek and Cherokee Indians -Write around with questions -Compare and contrast the past and present -Think, Pair, Share	<u>Mini-Lessons:</u> -Studies Weekly with 3 Column Comprehension Chart -Similarities and Differences T-Chart -Venn Diagram to compare	<u>Mini-Lessons:</u> -Primary Source Analysis -Compare and contrast eyewitness vs. Hear say -Identify primary and secondary sources	<u>Mini-Lessons:</u> -T-Charts to record information -Read aloud literature and biographies -Map Flipbook Activity -Venn Diagram to compare

Compare and Contrast Standards Activity

- First: Give a few minutes to read the slides. Then, we will follow the activity steps.
- Divide everyone into groups-Find the shape under your chair. Without talking, hold up your shape and find your group.
- Use the Venn Diagram to compare the grade levels you have listed on the standards.
- You will have approximately 1-2 minutes, then we will rotate.
- Think...
 - What similarities do you see across grade levels?
 - What differences do you see?
 - How are the mini-lessons similar?

The Importance of Vertical Alignment

- Vertical alignment correlates how standards progress across grade levels.
- By reflecting on how the standards grow across grade levels, teachers can identify priority standards and differentiate instruction.
- Understanding how the standards progress helps teachers to extend students in higher ordered thinking experiences and prepare them for the future.
- Students in Dual Language Immersion progress across grade levels. By looking at the vertical alignment of standards, the DLI Professional Learning Community can develop ways to accelerate and extend students.
- Reviewing the vertical alignment of standards helps strengthen your relationship with your DLI team.

Prioritizing your time



- Divide and conquer!
- Set boundaries and stick to schedules.
- Speak up about workload reality.
- When planning, focus on priority standards and integrate.
- Ongoing reflection and focus on professional growth.



Resources

·Beeman, K., & Urow, C. (2013). Teaching for biliteracy:

Strengthening bridges between languages. Philadelphia, PA: Calson, Inc.