



# Cross Linguistic Connections

## Advanced Biliteracy Set 2: Syntax

I notice that in English and Spanish, the \_\_\_\_\_ conjunctions  
\_\_\_\_\_/\_\_\_\_\_ are used to signal a \_\_\_\_\_ of ideas.

CLC Advanced Biliteracy Set 2: Syntax Mini-Lesson Partner talk

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To show a \_\_\_\_\_ of ideas in English and Spanish we add the  
\_\_\_\_\_ conjunction \_\_\_\_\_./\_\_\_\_\_.

For example, “We can always hear frogs at this time of day,”  
I said. “But this evening, there’s none!”/–Siempre se oyen las  
ranas a esta hora del día –dije– ¡Pero hoy no se oye ninguna!

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To show a \_\_\_\_\_ of ideas in English and Spanish, we used the  
\_\_\_\_\_ conjunctions \_\_\_\_\_, \_\_\_\_\_./\_\_\_\_\_, \_\_\_\_\_.

For example, \_\_\_\_\_./\_\_\_\_\_ and \_\_\_\_\_./\_\_\_\_\_.

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In English and in Spanish, we use \_\_\_\_\_ conjunctions such as  
\_\_\_\_\_./\_\_\_\_\_, and \_\_\_\_\_./\_\_\_\_\_ to show a \_\_\_\_\_ of ideas  
between sentences. For example, \_\_\_\_\_ and \_\_\_\_\_.

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# Cross Linguistic Connections

## Advanced Biliteracy Set 2: Grammar

I notice that in English, the verb \_\_\_\_\_ is formed by adding the suffix \_\_\_\_\_ at the end and it is used to show that an action is \_\_\_\_\_.

In Spanish, the \_\_\_\_\_ is shown by dropping the infinitive ending \_\_\_\_\_ of the verb fruncir and adding the suffix \_\_\_\_\_ that corresponds to the gender and number of the subject pronoun \_\_\_\_\_.

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To show that the \_\_\_\_\_ is \_\_\_\_\_ in English, we added \_\_\_\_\_ at the end of the regular verb \_\_\_\_\_. For example, \_\_\_\_\_.

In Spanish, we replaced the ending \_\_\_\_\_ of the regular verb \_\_\_\_\_ with the suffix \_\_\_\_\_ that corresponds to the gender and number of the subject pronoun \_\_\_\_\_.

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A \_\_\_\_\_ action of the \_\_\_\_\_ English verb \_\_\_\_\_ is shown by adding \_\_\_\_\_ at the end of the verb. For example, \_\_\_\_\_.

In Spanish, we form the \_\_\_\_\_ of the \_\_\_\_\_ verb by replacing the infinitive ending \_\_\_\_\_ with the suffix \_\_\_\_\_ that corresponds to the gender and number of the subject pronoun \_\_\_\_\_.

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# Cross Linguistic Connections

## Advanced Biliteracy Set 2: Grammar

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In English and in Spanish, we use the simple \_\_\_\_\_ form of \_\_\_\_\_ verbs to show that an action is complete.

To form the regular simple past tense in English, we add \_\_\_\_\_ at the end of the verb. For example, \_\_\_\_\_.

In Spanish, we replace the infinitive \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ ending and add an ending that is subject to the noun's gender and number. For example, \_\_\_\_\_.



# Cross Linguistic Connections

## Advanced Biliteracy Set 2: Morphology

I notice that in English, a \_\_\_\_\_ adjective is formed by adding the suffix \_\_\_\_\_ to the adjective \_\_\_\_\_ to form \_\_\_\_\_. In Spanish, the \_\_\_\_\_ adjective is formed by adding the word \_\_\_\_\_ in front of the adjective. For example, \_\_\_\_\_.

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To turn the English adjective \_\_\_\_\_ into its \_\_\_\_\_ form, we added the suffix \_\_\_\_\_ to form \_\_\_\_\_. But, in Spanish we added the word \_\_\_\_\_ in front of the \_\_\_\_\_ grandes to form its comparative form \_\_\_\_\_.

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In Spanish, the \_\_\_\_\_ form of the English adjective \_\_\_\_\_ is formed by adding the word \_\_\_\_\_ before the adjective \_\_\_\_\_. For example, \_\_\_\_\_.

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In English we use the suffix \_\_\_\_\_ to form \_\_\_\_\_ adjectives, such as \_\_\_\_\_. In Spanish we add the word \_\_\_\_\_ in front of the adjective to form its comparative form, such as \_\_\_\_\_.

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# Cross Linguistic Connections

## Advanced Biliteracy Set 2: Phonology

I notice that in English, the letter y has a \_\_\_\_\_ sound as in the word \_\_\_\_\_. And ll has an \_\_\_\_\_ sound as in the word \_\_\_\_\_. In Spanish, the letter y has a \_\_\_\_\_ sound as in the word \_\_\_\_\_. This is similar to the /ll/ sound in the word \_\_\_\_\_.

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To show that \_\_\_\_\_ and \_\_\_\_\_ produce \_\_\_\_\_ sounds in English, we read the words aloud and identify the \_\_\_\_\_ sound in \_\_\_\_\_ and the alveolar sound in \_\_\_\_\_. However, In Spanish, \_\_\_\_\_ and \_\_\_\_\_ produce \_\_\_\_\_ sounds as in the words \_\_\_\_\_ and \_\_\_\_\_.

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In English, the letter \_\_\_\_\_ in the word \_\_\_\_\_ produces a \_\_\_\_\_ sound, while the letters \_\_\_\_\_ in the words \_\_\_\_\_ and \_\_\_\_\_ produces an \_\_\_\_\_ sound. In Spanish, the letters \_\_\_\_\_ and \_\_\_\_\_ in the words \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ produce a \_\_\_\_\_ sound.

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# Cross Linguistic Connections

## Advanced Biliteracy Set 2: Phonology

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In English, the letter y produces a \_\_\_\_\_ consonant sound as in the words \_\_\_\_\_ and \_\_\_\_\_. However, the letters ll produce a \_\_\_\_\_ sound in words such as \_\_\_\_\_. In Spanish, the letters y and ll produce \_\_\_\_\_ sounds, in words such as \_\_\_\_\_ and \_\_\_\_\_.

# Cross Linguistic Connections

## SYNTAX ANCHOR CHART

Uses in English	Examples	Uses in Spanish

# Conexiones interlingüísticas

## Cartel didáctico de SINTAXIS

**Usos en español**

**Ejemplos**

**Usos en inglés**

# Cross Linguistic Connections

## GRAMMAR ANCHOR CHART

Uses in English	Examples	Uses in Spanish

# Conexiones interlingüísticas

## Cartel didáctico de GRAMÁTICA

Usos en español	Ejemplos	Usos en inglés

# Cross Linguistic Connections

## PHONOLOGY ANCHOR CHART

Uses in English	Examples	Uses in Spanish

# Conexiones interlingüísticas

## Cartel didáctico de FONOLOGÍA

Usos en español	Ejemplos	Usos en inglés

# Cross Linguistic Connections

## SYNTAX GRAPHIC ORGANIZER

	Uses in English	Uses in Spanish
Math		
Science		
Social Studies		
Language Arts		

# Conexiones interlingüísticas

## Organizador gráfico de SINTAXIS

	Usos en español	Usos en inglés
Matemáticas		
Ciencias		
Estudios sociales		
Lengua		

# Cross Linguistic Connections

## GRAMMAR GRAPHIC ORGANIZER

	Uses in English	Uses in Spanish
Math		
Science		
Social Studies		
Language Arts		

# Conexiones interlingüísticas

## Organizador gráfico de GRAMÁTICA

	Usos en español	Usos en inglés
Matemáticas		
Ciencias		
Estudios sociales		
Lengua		

# Cross Linguistic Connections

## PHONOLOGY GRAPHIC ORGANIZER

	Uses in English	Uses in Spanish
Math		
Science		
Social Studies		
Language Arts		

# Conexiones interlingüísticas

## Organizador gráfico de FONOLOGÍA

	Usos en español	Usos en inglés
Matemáticas		
Ciencias		
Estudios sociales		
Lengua		

# Cross Linguistic Connections

## Record of Biliteracy Behaviors

Student name: \_\_\_\_\_

Date of observation	Level of Language Phonology Morphology Grammar Syntax	Focus of Mini-Lesson	Students' Metalinguistic Behaviors			Evidence and teacher comments
			Not aware of similarity or difference	Partially aware of similarity or difference	Mastery aware of similarity or difference	