

Cross Linguistic Connections

Advanced Biliteracy Set 2: Syntax

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

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!

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

For example, _____ / _____ and _____ / _____.

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

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 _____.

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 _____.

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 _____.

Cross Linguistic Connections

Advanced Biliteracy Set 2: Grammar

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

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

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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	