Cross Linguistic Connections
Advanced Biliteracy Set 6: Syntax

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

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To show cause-and-effect in English we added the phrase _____ _____ at the beginning of each sentence.

For example, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____.

In Spanish we can add the word _____ or the phrase _____ _____ _____. For example, _____ _____ _____ /_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____.

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To show the cause-and-effect relationship in English and Spanish, we used the words or phrases _____ _____, _____/_____, _____ /_____ _____, _____ _____ /_____ _____.

For example, in the sentences _____ and _____.

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In English and in Spanish, we use words or phrases such as _____, _____, and _____ to show a cause-and-effect relationship between the ideas in sentences. For example, _____ and _____.

I notice that in English, the words _____ and _____ are stressed in the _____ _____ _____ syllable but do not have a written _____.

However, in Spanish, the words that are stressed in the third from last syllable, have a _____ accent. For example, _____ and _____.

In English, the words _____, _____, and _____ are stressed in the _____ _____ _____ syllable, but they _____ _____ have a _____ accent.

In Spanish, the words _____, _____, and _____ are stressed in the _____ _____ _____ syllable and they _____ a _____ accent.

For example: Estas palabras se llaman _____.

In English, words like _____ are stressed in the _____ _____ _____ syllable, and they _____ _____ have a _____ accent.

However, in Spanish, words like _____ are stressed in the _____ _____ _____ syllable and they _____ a _____ accent.

Other examples are _____ and _____.

In English, words that are stressed in the _____ syllable do not have a _____ accent. For example: _____.

In Spanish, words that are stressed in the _____ syllable are called _____ and they have a _____ accent.

I notice that in English the _____ is enclosed in _____ _____ and a _____ comes _____ the closing _____ _____.

To show dialogue in English, we added _____ _____ before the _____ word _____ and _____ the word _____. We also added a _____ after plantation and before the final _____ _____.

In Spanish, we added a _____ _____ before the _____ word _____ without leaving space, and a _____ _____ after the word _____. We didn't add a _____, but we left a _____ between the _____ word and the guión largo.

We notice that in English we add quotation marks before the _____ word and _____ the word _____.
We also added a _____ after _____ and _____ the final _____ _____.
We notice that in Spanish, we added a _____ _____ before the first word _____ without leaving space, and a _____ _____ after the word _____. We didn't add a _____, but we left a _____ between the last word and the _____ _____.

In English, we use _____ to enclose a _____. A _____ follows the dialogue and comes before the closing _____. For example, _____.

In Spanish, we use _____, but we do not use _____. We leave a _____ between the closing _____ and the next word. For example, _____.

I notice that in English and Spanish, the adverb _____ _____ derives from an _____, and it is formed by adding the suffix _____ /_____. It is used to modify the verb in the sentence.

To show that the action is modified or described in the English and Spanish sentences, we identified the _____ and added the _____ suffixes _____ /_____ to them.

We turned the adjective into an adverb. For example, _____ /_____.

To show that the action is modified or described in the sentence, we identified the _____ and added the _____ suffix _____ /_____ to it.

We turned the _____ _____/_____ into _____. For example, _____ /_____.

In English and in Spanish, we use the derivational suffix, _____ to turn an _____ into an _____. Adverbs modify verbs in a sentence. For example, _____ 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

MORPHOLOGY ANCHOR CHART

Uses in English	Examples	Uses in Spanish

Conexiones interlingüísticas

Cartel didáctico de MORFOLOGÍA

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

MORPHOLOGY GRAPHIC ORGANIZER

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

Conexiones interlingüísticas

Organizador gráfico de MORFOLOGÍA

	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	