



Cross Linguistic Connections

Advanced Biliteracy Set 4: Syntax

I notice that in English and Spanish, the verb ____/____ shows agreement in number with the subject _____.
_____/_____.

CLC Advanced Biliteracy Set 4: Syntax Mini-Lesson Partner talk

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In English and Spanish, to show agreement in sentences we conjugated the _____ to agree with the _____ in _____.
So, if the subject is _____, so is the verb. For example, this section _____/_____.

If the subject is _____, the verb is also plural. For example, we _____, we _____/nosotros _____, nosotros _____.

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To show agreement in the English and Spanish sentences, the conjugated _____ needs to _____ with the _____ in _____.
If the _____ is _____ or _____, the _____ is the same. For example, _____/_____.

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In English, we conjugate the _____ so that it agrees in _____ with the _____. For example, _____.

In Spanish we conjugate the _____ so that it agrees in _____ and _____ with the _____. For example, _____.

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Cross Linguistic Connections

Advanced Biliteracy Set 4: Phonology

I notice that in English, the letter _____ in combination with the letter _____ sounds like _____.

For example, in _____ and _____.

However, in Spanish, the letter _____ in combination with the letter _____ is _____ and produces the sound _____.

For example, in _____ and _____.

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We noticed that in English, the letter _____ in combination with the letter _____ makes the _____ sound like in the words _____ and _____. While in Spanish, the _____ in combination with the letter _____ is _____ like in the words _____ and _____.

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We noticed that in English, the letter _____ makes a _____ sound in combination with the letter _____ and we placed the words in the _____ sound column.

But, in Spanish, the _____ in combination with the letter _____ is _____ and it is followed by the letters _____ and _____. We placed the words in the _____ sound column.

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Cross Linguistic Connections

Advanced Biliteracy Set 4: Phonology

In English, the letter _____ in combination with the letter _____ produced a _____, such as in _____.

In Spanish, the letter _____ in combination with the letter _____ is _____ and it is followed by the letters _____ and _____. For example, _____.



Cross Linguistic Connections

Advanced Biliteracy Set 4: Syntax

I notice that in English and Spanish, the clause _____ / _____ is a dependent clause that cannot be used on its own as it does not represent a _____.

They form a _____ only in combination with the _____ clause _____ / _____.

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To identify the _____ clause, we looked at the sentence that did not express a _____. We combined this sentence with the _____ by adding a _____.

Both the _____ and _____ clauses together express a _____ thought.

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To create a _____ sentence, we combined the _____ clause with an _____ clause joined by a _____.

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In English and in Spanish, to form a _____ sentence we combine a _____ clause, one that _____ express a complete thought, such as _____ with an _____ clause, one that expresses a _____ thought, such as _____.

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Cross Linguistic Connections

Advanced Biliteracy Set 4: Morphology

I notice that in English and Spanish, the adjective ____/____ derives from a noun, and it is formed by adding the suffix -ic/-ica. It is used to describe the noun.

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In English and Spanish, to identify the ____ that ____ the noun ____/____, we look for the word with the suffix ____/____. For example, ____/____. These words are ____ because they describe the type of nouns they refer to.

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To form an ____ that derives from a ____, we added the suffix ____/____. For example, ____/____ and ____/____. These words are ____ because they ____ a ____ they refer to.

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In English and in Spanish, we use the derivational suffix, ____ to turn a ____ into an _____. For example, ____ and _____. Adjectives describe ____ in a sentence. For example, ____ and _____.

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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

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

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

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

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	