



Cross Linguistic Connections

Advanced Biliteracy Set 3: Syntax

I notice that in English and Spanish, the _____ conjunctions _____/_____ are used to _____ two _____ that describe actions by the same _____.

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In both English and Spanish, we _____ the two _____ connected to the same _____ with the _____ conjunction _____/_____.

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In English and Spanish, to identify the _____ forming a _____ predicate, we recognized the _____ conjunction _____/_____ between the verbs _____/_____ and _____/_____.

In English and Spanish, we identified that the _____ _____/_____ and _____/_____ were connected by the _____ conjunction _____/_____ to form a compound predicate.

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In English and in Spanish, we use a _____ conjunction such as _____ to combine two _____ that relate to the same _____.
For example, _____ and _____.

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Cross Linguistic Connections

Advanced Biliteracy Set 3: Morphology

I notice that in English and Spanish, the suffixes ____/____ form ____ from _____. For example, ____/____ _____.
The suffixes ____/____ form ____ from _____. For example, ____/_____.

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To show that ____ and ____ can be changed into ____,
we added the suffixes ____/____ to the verbs ____
____/____ ____ to form the words ____/____
and ____/____.
We added the suffixes ____/____ to the adjectives
____/____ to form the nouns ____/_____.

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In English and Spanish, the suffixes ____/____ indicate
that the words ____/____ are ____ derived from the
adjectives ____/____.
Also, the suffixes ____/____ in the words ____/____
indicate that they are derived from the verbs ____
____/_____.

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Cross Linguistic Connections

Advanced Biliteracy Set 3: Morphology

In English and in Spanish, we use the Latin suffixes -tion/-ción to form _____ from _____. For example, _____ and _____.

We use the suffixes -ty/-dad to form _____ from _____. For example, _____.



Cross Linguistic Connections

Advanced Biliteracy Set 3: Grammar

I notice that in English and Spanish, _____ about the _____ when an action occurred is introduced by using a _____ adverb. For example, _____/_____.

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To combine the English and Spanish sentences, we added the relative adverb _____/_____ at the beginning of the sentence and a comma between the sentences.

For example, _____/_____.

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In English and Spanish, we combined the dependent clause with its relative adverb with an independent clause to add information about the time an action occurred.

For example, _____/_____.

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In English and in Spanish, we can combine a dependent and an _____ clause by using a _____ adverb such as _____ to add information about _____. For example, _____.

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Cross Linguistic Connections

Advanced Biliteracy Set 3: Phonology

I notice that in English, -ed has a _____ sound for verbs that end in _____ for example _____.

Also in English, verbs ending in _____ or _____, for example the word _____, have an _____ sound.

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To understand the _____ of the _____ verbs ending in _____, we look at the _____.

We noticed that when the previous sound is _____ like k, it makes a /t/ sound.

When the previous sound is _____ like l, it makes a /d/ sound.

When the previous sound is the letter _____, it makes an _____ sound.

This is not applicable in Spanish.

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Cross Linguistic Connections

Advanced Biliteracy Set 3: Phonology

In English, the _____ verb _____ has a _____ before the _____ so the ending makes the /ed/ sound.

The past tense verb _____ has a _____ sound before the -ed, so it is pronounced like ending in _____.

The past tense verb _____ has a _____ sound before the -ed, so it is pronounced like ending in _____.

In Spanish, the letters sound the same as the way they are written, for example, _____ as in quejaba, sembraba, y ayudó.

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In English, the sound of the ending -ed depends on the previous sounds and combination of letters. The sound is /t/ when _____, the sound is /d/ when _____ and /ed/ when _____. For example, _____. In Spanish, this is not applicable.

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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

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

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

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

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	