



Cross Linguistic Connections

Advanced Biliteracy Set 5: Morphology

I notice that in English and Spanish, the Latin prefix _____/_____ means _____, _____, _____, the prefix _____ means to remove from, and the prefix _____ means _____. This helps us understand better the meaning of the words

CLC Advanced Biliteracy Set 5: Morphology Mini-Lesson Partner talk

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To understand the meaning of the words, first we identified the prefixes _____/_____ and _____ and their meanings _____, _____ and _____.

Second, we discussed how the meaning of the prefixes changes the meaning of the words. For example, _____/_____ means _____ and _____/_____ means _____.

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In English and Spanish, we found words with the prefixes _____/_____/_____. For example, the words _____/_____ mean _____.

Also, we found words with the prefix _____. For example, _____, means _____ and the word _____, means _____.

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Cross Linguistic Connections

Advanced Biliteracy Set 5: Morphology

In English and in Spanish, we identify the meaning of Latin prefix de-/des- as _____ in words such as _____ and _____.

We also identify the meaning of the prefix re- as _____ in words such as _____ and _____ to better understand their meanings.



Cross Linguistic Connections

Advanced Biliteracy Set 5: Phonology

I notice that in English the letter _____ is bilabial and makes the /b/ sound. For example, in the words _____ and _____. The letter v is labiodental and makes the /v/ sound. For example, in the words level and volunteers. However, in Spanish the letters _____ and _____ make the _____ /b/ sound. For example, in the words _____, _____, _____, and _____.

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In English, the letters _____ and _____ produce different sounds. In the word _____ the letter _____ produces a _____ sound like /b/, but in _____ the letter _____ produces a _____ sound like /v/.

In Spanish, the letters _____ and _____ produce _____ sounds, like /b/. For example, _____ and _____.

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Cross Linguistic Connections

Advanced Biliteracy Set 5: Phonology

In the English words _____ and _____, as well as the Spanish words _____ and _____, the letter _____ produces the same _____ sound.

However, in the English word _____, the letter _____ produces the _____ sound.

In Spanish, the letter _____ in the word _____, produces the bilabial _____ sound.

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In English and Spanish, the letter b produces a _____ sound as in _____ and _____. However, in English the v produces a _____ as in _____, while in Spanish the v produces a _____ sound as in _____.

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Cross Linguistic Connections

Advanced Biliteracy Set 5: Syntax

I notice that in English and Spanish, the _____ part of the sentence that begins with _____/_____ depends on the _____ part of the sentence to form a _____ thought.

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To show a complete thought in English, we added an _____ clause that connected with the story. For example, _____. Similarly, to show a complete thought in Spanish, we added the _____ clause _____ to the fragment _____ + _____ to show a _____ thought.

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To add meaning to the sentence we added a _____ headed by the words _____/_____ or _____/_____. For example, _____ or _____.

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In English and Spanish, we recognize that a sentence fragment such as _____ does not express a _____ thought. For example, _____.

In order to have a _____ thought, we need to have a _____ and an _____ clause.

CLC Advanced Biliteracy Set 5: Syntax Review Writing stem

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Cross Linguistic Connections

Advanced Biliteracy Set 5: Grammar

I notice that in English and Spanish, the words ____/____ are the antonyms of the words ____/____. These antonyms help with understanding the meaning of the text.

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To understand the meaning of the word ____, we found its corresponding antonym ____.

Similarly, to understand the meaning of the word ____, we found its corresponding antonym ____.

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To better understand the words, we found their antonyms on the same page of both. For example, ____-____/____-____, and ____-____/____-____.

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In English and in Spanish, we look for the antonym of a word, such as ____ and ____ to better understand its meaning. For example, ____ and ____.

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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

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 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 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

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

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

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	