Glossary of Terms

The following terms are mentioned throughout the Bridges Curriculum materials. The terms are alphabetized and briefly described below.

Annotation: Annotation is the ‘marking’ of images and print by students as an active meaning making process. Annotation is a reader’s way of ‘talking to’ text. In Bridges, students are expected to read images and print with a pencil at all times, as one way of making meaning.

Assessment: Assessment refers to any task used to collect evidence on students’ ability to meet outcomes. This can include work that is handed in or behavior that is observed and noted on a checklist. (See Section 3 of the Curriculum Introduction for a sample of the Student Observation Checklist.)

Assessment feedback: Assessment feedback is the warm up routine that begins each week. Here students receive their assessment results from the week before, and the teacher shows a strong example of student work as a model. Students then file their graded work into their subject binders that are kept in each classroom. Weekly assessment and feedback is an important part of Bridges, in order to create transparency to students about their progress.

Background Knowledge: Background knowledge refers to the ‘known’ information that students need about a topic in order to learn new knowledge and to comprehend text. For example, background knowledge on segregation and the Civil Rights Movement in United States history is needed to understand the biographies of Jackie Robinson and Ruby Bridges (Unit 4 ELA). In all units, week 1 focuses on building background knowledge, which is a strong predictor of text comprehension (Anderson & Pearson, 1984; Gaultney, 1995).

Case Study: Each unit in each subject uses two case studies, with the exception of the introductory Unit 1. These case studies are the vehicles of content and language integration, and will be used as evidence to respond to the unit essential question and weekly focus questions. The two case studies also allow for comparing and contrasting skills all year. In all units, case study 1 is the focus of Weeks 2-3 and case study 2 is the focus of Weeks 4-5. Examples of case studies are below:
### Table:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Subject</th>
<th>Essential Question</th>
<th>Weeks 2-3 Case Study #1</th>
<th>Weeks 4-5 Case Study #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Social Studies</td>
<td>How did people get what they wanted and needed long ago?</td>
<td>Salt &amp; Gold Trade: Exchange of Goods</td>
<td>Salt &amp; Gold Trade Exchange of Ideas and Culture</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>How do organisms get what they need to survive?</td>
<td>Biome 1: Desert Plants, Animals &amp; People</td>
<td>Biome 2: Tundra Plants, Animals &amp; People</td>
</tr>
<tr>
<td>4</td>
<td>ELA</td>
<td>What makes a hero or shero? How do they make a difference?</td>
<td>Biography 1: Jackie Robinson</td>
<td>Biography 2: Ruby Bridges</td>
</tr>
</tbody>
</table>

### Claim-Evidence:
Throughout units, students will be asked to make statements (or choose statements they agree with) and use evidence to support their idea. There will be a heavy emphasis on oral claim and evidence as rehearsal for writing. Across all classes, students are expected to state their ideas, support with evidence, and say why this is important. This skill is embodied in Common Core Writing Standard 1 (TEXT TYPES AND PURPOSES: Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence). While the Common Core goal is using text-based evidence, Bridges students will draw from many sources of evidence, including images and film. The expectation for analyzing and using print text as a source of evidence will increase over the year, as will the writing of claim-evidence paragraphs.

### Creative project:
The Week 6 project for each unit calls upon student creativity in different areas. While some creative projects will require a group product (e.g. Unit 2 SS- Trade dialogues), others will be individual (Unit 1 ELA- ‘I’ Poems). All projects will include some form of presentation, whether its ‘pre recorded’ or ‘live.’ The Week 6 project is described in each unit plan, and is designed for students to synthesize learning in the creation and presentation of a new product.

### Differentiation:
Bridges classes are far from homogeneous. Among students, there is a range of skill ability and experience with school. The Bridges Teacher’s Guide describes three levels of Bridges students and gives examples of appropriate classroom tasks for each level. The long-term goal of Bridges is for all units and instruction to differentiate for the range of students, but this will take more time to develop. In the mean time, teachers are expected to differentiate as much as possible for students at different levels.
Experience: Experiential learning most often refers to hands-on learning or ‘learning by doing.’ In Bridges we refer to ‘experiences’ more broadly in the following ways:

- Tasks that position students in discipline specific roles (e.g. growing plants, using a compass to travel, interviewing to write a biography)
- Kinesthetic activities that involve sorting and organizing.
- Image, music, or video based activity where students interact with rich visual or audio material.

In all cases, the cycle of all Bridges instruction moves students through experiential activities to oral language and then to reading and writing. Bridges teachers should internalize this sequence of ‘do-talk-read and write.’

Guiding questions: There are two types of guiding questions in the units.

- **Unit Essential Question:** Each unit is framed by one to two questions that capture the entire unit of study. The essential question is designed as the lens through which students will learn about the content topics. According to McTighe and Wiggins (2013), a question is essential when it provokes thought and discussion, when it pushes students to think about big ideas and their own assumptions. A good essential question has no right answer, but pushes students to support their responses with evidence. (An overview of all of the essential questions for the year is contained in Section 1 of the Curriculum Introduction.)

  In each Bridges unit, students will work in home language groups to translate the essential question in week 1. Throughout the unit students will return to it, to respond. By the end of the unit, students will be asked to respond to the essential question in the Week 6 creative projects, in the week 7 claim-evidence debates and paragraph writing, as well as in the unit final exam. The unit essential question must be posted in big print on a chart, surrounded by home language translations. The question must remain on the wall, and students must be asked to respond to it, throughout the unit.

- **Weekly Focus Questions:** In addition to the unit essential question, there is also a weekly focus question that organizes the week’s learning. Students need to be able to answer this question by the end of the week (or two weeks). The Week 3 and 5 presentations, as well the summary writing, are in response to these focus questions.

Interdisciplinary: This refers to anything that occurs across units, including concepts (e.g. resources, adaptation) and skills (claim-evidence talk and writing, partner read-retell).

1 Cite
**LEA (Language Experience Approach):** See the Power Methods section of the Teacher’s Guide.

**Language-Functions and Forms:** In every unit plan, language functions and forms are articulated. Several of the daily language objectives in each unit speak to functions and forms needed to understand and express content. Bridges introduces students to the language of school, which is academic across all classes. (See Section 3 of the Curriculum Introduction for a list of language functions and forms for the year).

**Language-Vocabulary:** In addition to language functions and forms, students must learn new vocabulary each week. The Weekly Lesson Outline in each unit lists the vocabulary central to understanding and expressing that week’s content. The unit vocabulary is described in detail in the Teacher’s Guide, and includes:

- **Tier 1 Words:** These are basic, everyday, words used in conversation. The meaning of Tier 1 words can often be communicated by an image and students are likely to know the word in their home language. Examples: small, house, table, gun. Weekly tier 1 glossaries support student understanding and expression of content using tier 1 words. The goal is for all weeks of all Bridges units to contain a tier picture glossary, but this will take more time to develop.

- **Tier 2 Words:** These are high utility words encountered in academic texts, across disciplines. These words need explicit instruction; for example, justify, predict, trait. They may also be more sophisticated synonyms for Tier 1 words (eg: diminutive, abode).

- **Tier 3 Words:** These are content specific and low frequency. They are often concepts that are central to an understanding of the discipline (eg: adaptation, photosynthesis).

**Learning Log:** In the Bridges curriculum, the learning log is completed by students, in each discipline at the end of most weeks. This is a way for students to log and reflect on their learning. There are sample-learning logs included in the Sample Student Materials for each unit. The learning log is always independent and on-demand.

**Lesson:** The lesson is the daily instruction and activities that integrate content and language. The types of lessons are described in section 1.6, Bridges Unit Structure. Each unit includes 5 sample lesson plans to serve as models for lesson planning throughout the rest of the unit. Each part of the Bridges Lesson Plan Template is described in detail in the Teacher’s Guide.
**Modeling:** Modeling is an instructional scaffold; it involves showing or demonstrating the specific steps or behaviors involved in a task by thinking out loud. In many cases a concept or skill is broken down into its component parts or critical features.

**Mini-lessons:** Mini-lessons are indicated throughout the unit where students are focusing on language through direct instruction. The teacher models, and gradually releases the responsibility to students, who then apply the content of the mini lesson to their own language use. For example, after a teacher has read student first drafts of descriptive paragraphs, he or she will design a mini-lesson that addresses an area of writing need, such as ‘word choice.’ (See the interdisciplinary ‘Writing Rubric’ in section 3 of the Curriculum Introduction.)

**Task: On-Demand:** An on-demand task is one that students complete in class and independently. In an on-demand task, students do not receive assistance from the teacher or peers. While much of the learning is collaborative in Bridges, on-demand assessments give the teacher and students feedback on what they can do unassisted. For most weeks, there is on-demand assessment at the end of Weeks 1-5 as well as the unit exam after Week 7. Tasks that were completed collaboratively in semester 1 (like claim-evidence paragraph writing) will become on-demand tasks in semester 2.

**Task: Scaffolded:** Scaffolding refers to the supports that a student needs to accomplish a task (Wood, Bruner, & Ross, 1976; Vygotsky, 1978). Students need support if the task is beyond what he or she can do independently. A scaffolded task is one that students complete with the assistance of graphic organizers, peer interaction, and/or teacher support. Scaffolding is essential for ELLs because they too need academically rigorous instruction, but need appropriate supports to accomplish the tasks (Walqui, 2006). According to Walqui, peer interaction and talk is a critical scaffold, because knowledge is socially constructed.

Scaffolding is intended to be temporary, and must be removed as students learn new skills. At the beginning of the year, most Bridges students will need language frames and writing scaffolds for almost all tasks. But by the end of the year, students should only be given frames for new and more complex language structures.

**Presentations:** Several times through each unit, students will present their ideas and work to the class. Presentations may be individual, partner or group. The unit structure designates regular areas for student presentations in Week 3, Week 5, and Week 6. All student presentations will be evaluated using the Presentation Rubric as well as content specific rubrics. (see Section 3 of the Curriculum Introduction.) Students are often engaged and motivated by both presenting to their peers and watching as an audience member. It is important to note that although the Unit Exams have not yet been developed in the June 2013 curriculum, teachers can design and administer their own for the 2013-1014 school year. This can serve as valuable data for the Bridges team to consider in their drafting of unit exams.
that Bridges teachers hold high standards and accountability for all class presentations.

**Recording Students:** Recording student interactions, presentations will be an important part of all Bridges classes. Be sure to obtain the necessary permission from parents before videotaping and photographing students. Students quickly learn how to record using technology, so find students to be leaders in this area.

- **Photographs:** Taking pictures of your students, their work, and trips you go on is an excellent way to build community and language. The Bridges class must be image rich, and this includes photos of students. With student permission, post photos in your classroom and have students create captions.

- **Audio:** You can record student use of home language or English using Garage Band, Audacity, or any number of audio recording apps on an iPad. Audio recording is embedded in several student projects. Ideally, you save audio samples as separate files and create an ‘oral portfolio’ for each student. This can serve as a record of progress in English speaking ability. Students should be able to listening to their oral portfolio and it should be shared with families during conferences.

- **Video:** Several projects also call for video recording. Like the audio files, the video presentations serve as a record of oral English as well as overall communication style. Any classroom interaction, hot seat, etc can be recorded and shown to the class for reflection. Video can be captured easily through a video camera, flip camera, iPad, or phone.

**Routine:** A routine is a task or procedure that is the same every time. Routines have predictable steps and behaviors. There are procedural routines in the Bridges classroom (e.g. how to enter classroom, where to log words) as well as cognitive routines (e.g. see-think-wonder, claim-evidence). The Bridges unit structure and the flow of each week follows a set of routines, but you will need to make the steps transparent in your classes.

**See-think-wonder:** See power method section of Teacher’s Guide.

**Sort:** A sort is a classifying activity that involves putting things in different groups based on shared characteristics. Classifying is foundational to all critical thinking. Students should be sorting images and words several times a week across all Bridges classes, during the warm up, interaction or review part of the lesson. At all times, students must justify their groupings. Justifying groupings is a way of making a claim and supporting with evidence.

**Story Grammar Marker:** This is a manipulative tool and graphic organizer that is used in the Bridges curriculum to support students to identify and sequence the elements of a narrative (setting, initiating event, internal response, plan attempts,
direct consequences and resolution). (see www.mindwings.com for the research base for Story Grammar)

**Student outcomes:** These are the specific learning targets for Bridges students. The two categories of outcomes include interdisciplinary and discipline specific. (See Section 3 of the Curriculum Introduction for a detailed description and rubrics.)

**Tableaux:** Tableaux is a powerful and relatively easy way to get students out of their seats, dramatizing content. Students plan and create a series of tableaux, or statues, that represent the content. This can be done without words, or there can a narrator. Tableaux are excellent for beginner ELLs because they do not require speaking.

**Text Type and Text Structures:** Text structure refers to the ways different types of texts are organized internally. Text structure and language function and form are intertwined. Text structure refers to how a text is organized. The major text structures, all taught in Bridges, include: description, sequence, compare-contrast, cause-effect, and problem-solution. All of these fit within the 3 major text types of the Common Core Writing Standards: 1. Argument 2. Information 3. Narrative. (See Teacher’s Guide for the major text structures and signal words in Bridges.)

**Types of reading**

- **Read Aloud:** a planned oral reading of a book, or other text. The purpose of a read aloud may be to read fluently to foster student comprehension or to model reading strategies.

- **Partner Read Retell:** see Power Method section of the Teacher’s Guide

- **Fluency:** This refers to the speed, accuracy and ease of oral reading. Reading comprehension improves as students become more fluent. Fluency reading of the LEA is often practiced in partners as part of the daily warm up. Fluency reading always involves reading a familiar text, which is why LEA is powerful for fluency work. This is also a place for teachers support pronunciation and attention to punctuation.

**Unit structure:** The unit structure is a 7-week instructional cycle that is repeated across all disciplines in the Bridges Curriculum. This is explained in detail in Section 2 of the Curriculum Introduction.

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3 Cite
Warm up: This is the first component of the lesson in the Bridges lesson structure. The purpose of the warm-up is to prepare students to engage with the lesson material. In many cases, it involves a review of the vocabulary or concepts studied previously and can be done by students independently.

Weekly lesson outline: In the Bridges curriculum each unit provides an outline of the 35 lessons that compose each unit. The Weekly Lesson Outline includes content and language objectives and summarizes the content to be covered in each lesson.

WH questions: These are referenced in the vocabulary section of some weeks in the Weekly Lesson Outline. They refer to the question words: who, what, when, where, why, and how.

Word Families: Word families are included in some of the sample student materials. While it has been a struggle to integrate very early literacy skills in content class so far, regular practice with word family reading is an easy way to target early literacy instruction, as well as pronunciation. Word family instruction involves simply showing and teaching a sound and spelling pattern with a word students know from the content. (eg. Teach the pattern ‘eat’ using ‘meat’ in Unit Science right after student learn this word through the study of carnivores. There is then a list of other ‘eat’ words in the curriculum for students to read chorally and to practice in partners.)

Writing process: This involves prewriting, drafting, revising and editing. Identifying the steps in the process helps students to understand that writing is recursive.

6+1 Traits of Writing: This is an approach to examining writing that includes the following categories: content, organization, voice, word choice, sentence fluency, conventions, and presentation on the page. It is used as a rubric for writing in the Bridges Curriculum to provide targeted feedback to students. (See the Writing Rubric in Section 3 of the Curriculum Introduction).