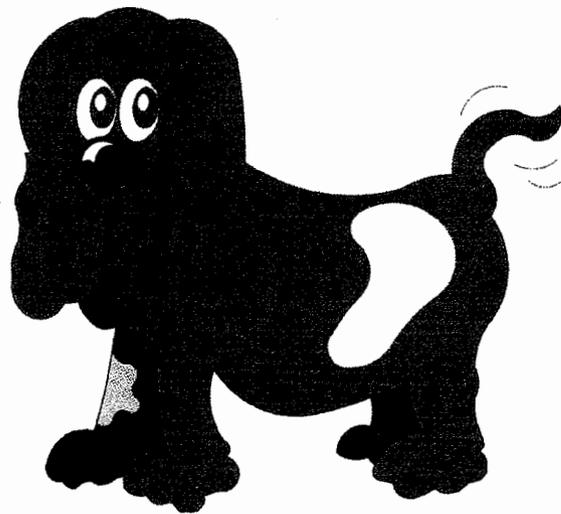
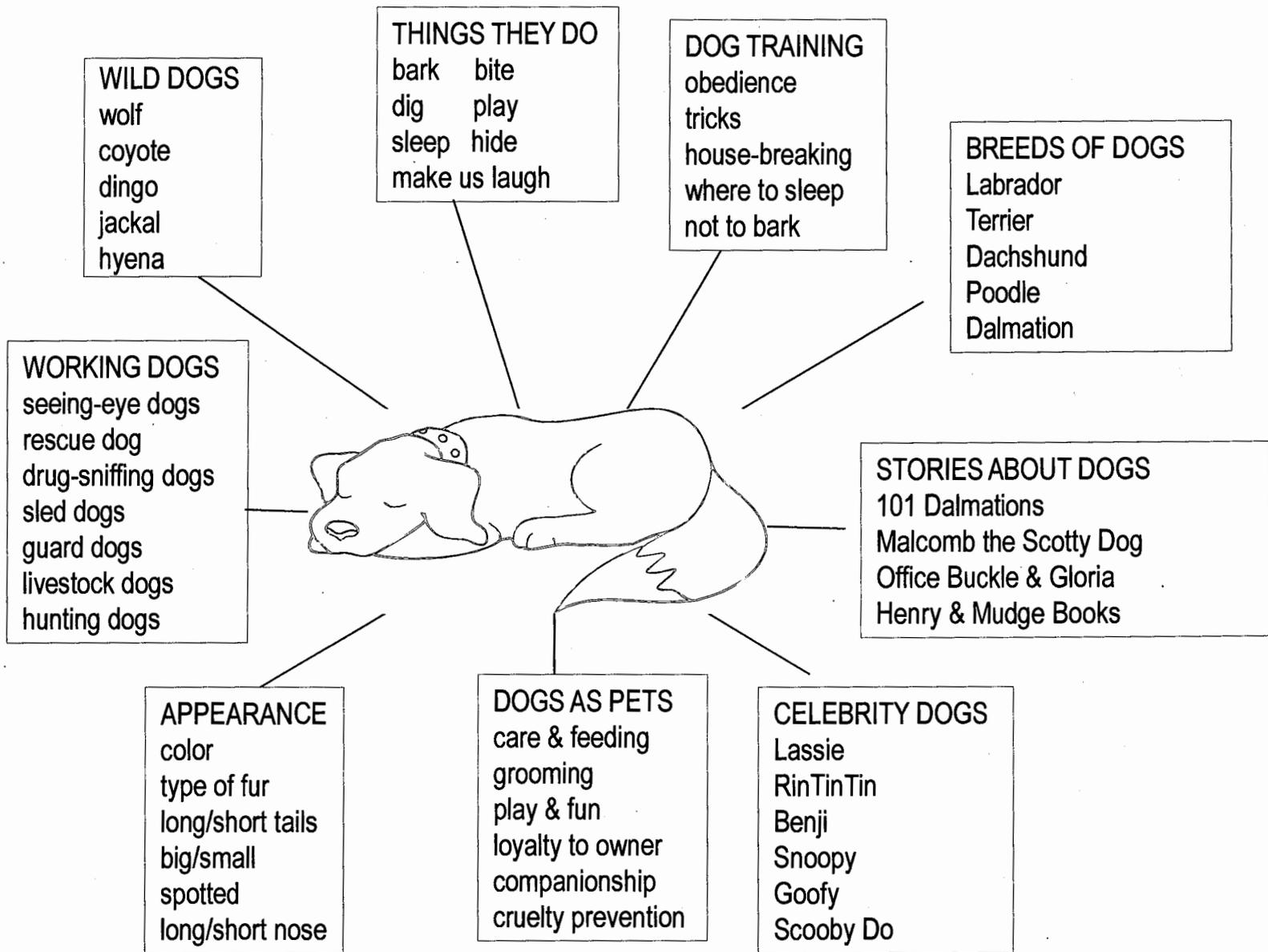


Thematic Instruction in Dual Language Classrooms

A Workshop for Project CORE



Jill Kerper Mora
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4X4 Thematic Instruction in a Biliteracy Classroom: Teaching for Transfer

Jill Kerper Mora

Mr. Willis and Ms. Esparza are fourth grade teachers at Lincoln Juárez Elementary School. The fourth-graders go to Mr. Willis for English language arts and to Ms. Esparza for Spanish language arts. At this grade level, most of the students are at an intermediate level or above in their L2 proficiency in Spanish or English and are performing on grade level in literacy in their native languages. The teachers use thematic units to address the learning needs in listening, speaking, reading and writing and also to challenge their emergent bilingual learners to extend and enhance their language and literacy skills through studies of different genre of text and children's literature. They also choose themes that integrate social studies and science content into the language arts because of the amount of time allotted to literacy instruction in both languages. This allows for an efficient use of instructional time to enhance content knowledge through oral and written language activities using academic textbooks.

At this point in the year, they are studying an integrated thematic unit on dogs. Mr. Willis and Ms. Esparza chose this theme to address curriculum standards across several subject areas because the theme was of great interest to their students and because of the availability of informational text and literature books about dogs in both Spanish and English. The breadth and depth of the topic also allow the teachers to address content standards in social studies and science as well as language and literary analysis.

The fourth grade teachers are familiar with the 4X4 Model of Integrated Thematic Planning for emergent bilingual learners. Following this model, they begin the thematic unit planning with a task analysis. Together they create a concept map of the areas of inquiry and sub-topics about dogs to determine what language and concepts about dogs students are already familiar with based on personal and/or vicarious experiences. They determine that many students in the class are pet owners and therefore, are familiar with concepts and conversant about their dogs' appearance, daily activities, and their responsibilities in the care and feeding of their pets.

Students have a command of much of the language to talk about dogs as pets in their first language, such as terms for dogs' physical features and common activities. However, they may not know specific "dog" terms (*hocico-snout, jadear-to pant,, correa-leash*) or the application of common terms specifically to concepts about dogs (*raza-breed, adiestramiento-training*). Therefore, the teachers' task is to structure learning activities and select texts and books to teach the second language vocabulary and expressions they need to talk, read and write about dogs. The teachers pay careful attention to the developmental sequence in L2 learning through both structured and unstructured language use opportunities, as well as to relating language and content learning to enhance students' mastery of grade level academic standards.

The teachers focus first on activities to stimulate and practice authentic use of students' listening and speaking skills. They design an interview and survey project for students to query classmates about their pet dogs. First,

students generate a series of questions about pet ownership with the class in English during ELA class with Mr. Willis and in Spanish under Ms. Esparza's guidance. Students use the interview questionnaire they develop to interview two classmates, one in English and one in Spanish. Students then share the results of their interviews in a designated language using the cooperative learning structure called Inside-Outside Circles (High, 1993).

Mr. Willis wants his L2 English learners to master descriptive language. He plans a listening activity where students follow directions to assemble a drawing of a dog according to descriptors of its body parts and physical characteristics, first under his guidance and then in pairs to reinforce vocabulary and expressions about dogs' appearance and the characteristics of different breeds of dogs. Students will use the internet to research a breed of dog that they choose. Using a cardboard barrier between two students, one will describe his/her breed of dog and the other student will draw it and then try to guess the breed of the dog, and vice versa. The pair will then co-construct a compare/contrast diagram of the different breeds of dogs with their classmate. When conducted bilingually, this activity requires students to use compare/contrast words and phrases, which are different in Spanish and English.

For students with intermediate SSL proficiency to develop language and concepts through structured writing instruction, Ms. Esparza conducts a Chain Writing activity about dogs to generate Spanish vocabulary and terms about dogs to construct short stories. The students' edited and illustrated stories are then posted on the bulletin board, along with a scoring rubric that students use to

assess their writing. To parallel students' learning of vocabulary about dogs, Mr. Willis conducts a read-aloud from Johanna Hurwitz's book, *One Small Dog*, illustrated by Diane Degroat. This book brings out concepts about the meaning of being a responsible pet owner and what is required to take proper care of a pet. Students with on-grade-level or higher reading level will read the book in guided reading groups, while ESL students will read selected passages and complete a cloze procedure to fill in challenging vocabulary words. To paraphrase the contents of the story and to summarize what they have learned about responsible pet ownership, students will write up a list of pet care rules and publish these as a pet care manual to take home to discuss with their families.

In Spanish language arts, students are also challenged by reading the book, *Ladridos en el infinito* by Vivian Mansour Manzur, illustrated by Daría Lucio. This is the story of Laika, the Moscow street mutt that became famous when she became the first dog sent into outer space by Soviet scientists in 1957. Laika's story is both heroic and tragic since she died in space and the space capsule disintegrated when it returned to Earth 10 days after the launch. The book provides a high level of vocabulary about dogs, as well as stimulating critical thinking about the sub-topics of "working dogs" and "celebrity dogs." Ms. Esparza will direct students in researching the topic to prepare for a debate about whether or not Laika should have been sent into space. Students will choose or be assigned yes or no sides of the argument in teams and create a poster using persuasive language to convince classmates to espouse their point of view. After the debate, the class will vote to determine which side made the most convincing

argument. This activity demands a high level of critical thinking, as well as use of persuasive language and the structure of argumentation.

Ms. Esparza's and Mr. Willis's collaborative planning and implementation of the thematic unit on dogs is an example of an enriched curriculum in dual languages that integrates both language and content objectives to stimulate students' critical thinking and engagement through challenging and meaningful speaking, reading and writing tasks. Both teachers make a variety of books about dogs available to students in Spanish and English to further their enjoyment of the topic and pursuit of extended knowledge about dogs. Students are grouped for Literature Circles to read, discuss and report on books of their choosing according to their reading level in L1 or L2. An example for a book about a dog that addresses social studies content is *Lewis and Clark and Me* by Laurie Myers. This historical fiction is about explorer Meriwether Lewis' dog Seaman and his adventures on the famous expedition up the Missouri river in 1804 in search of a waterway across North America.

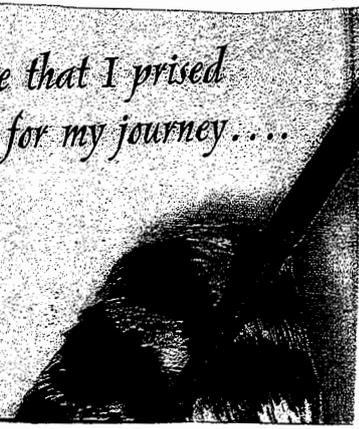
Ms. Esparza and Mr. Willis conduct on-going assessments of students' growth in language use and knowledge of subject matter through miscue analysis of students' oral reading and writing samples.



The year is 1803. Lewis and Clark are planning their expedition to explore the territory west of the Mississippi River. Lewis is looking for a dog to accompany the expedition, and as the story opens, he meets a 150-pound Newfoundland dog named Seaman, who goes on to tell of their adventures.

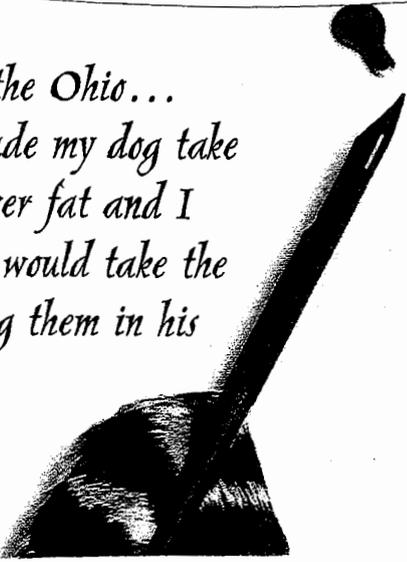
...the dog was of the newfoundland breed one that I prized much for his docility and qualifications generally for my journey....

Meriwether Lewis November 16, 1803



...observed a number of squirrels swimming the Ohio... they appear to be making to the south;... I made my dog take as many each day as I had occasion for, they wer fat and I thought them when fryed a pleasent food... he would take the squirrel in the water kill them and swiming bring them in his mouth to the boat....

Meriwether Lewis September 11, 1803



...one of the Shawnees a respectable looking Indian offered me three beverskins for my dog with which he appeared much pleased... of course there was no bargan, I had given 20\$ for this dogg myself—

Meriwether Lewis November 16, 1803



Personal Information Chart

Pets

	Carlos	Betty	Magdalena	Jason
He/she has a (dog, cat, gerbil) as a pet...				
He/she feeds his/her pet every day at X o'clock in the				
His/her pet eats X for a meal but also likes Y for snack..				
He/she likes to play X with the pet in the Y...				
The thing he/she likes best about having a pet is...				

ENTREVISTA SOBRE MASCOTAS
PET INTERVIEW QUESTIONS

Jill Kerper Mora

Preguntas en español	Questions in English
¿Tienes una mascota? Si la respuesta es sí, ¿cuál animal es? ¿Por qué escogiste este animal como mascota? Si tienes un perro, ¿por qué lo escogiste y no otro animal? ¿Por qué te gusta ser dueño de un perro?	Do you have a pet? If the answer is yes, what animal is it? Why did you choose this animal as a pet? If you have a dog, why did you choose it and not another animal? Why do you like being the owner of a dog?
¿Qué haces a diario para cuidar su perro? ¿Qué y cuándo le das de comer? ¿Quién tiene la responsabilidad de asegurar que tiene agua y comida tu perro?	What do you do each day to care for your dog? What and when do you feed it? Whose responsibility is it to make sure that your dog has water and food?
¿A tu perro, le gusta jugar? ¿Cómo y cuándo juegas con tu perro? ¿Cómo te divierte tu perro?	Does your dog like to play? How and when do you play with your dog? How does your dog amuse you?
¿Cómo lo entrenas o adiestras a tu perro? ¿Sabe hacer algún truco tu perro? ¿Quién le enseñó? ¿Cuales trucos a tu perro le gusta hacer? ¿Cuáles no le gusta hacer? ¿Hay alguna cosa que hace tu perro para la cuál lo tienes que castigar? ¿Por qué?	How do you train your dog? Does your dog know any tricks? Which tricks does your dog like to do? Which doesn't it like to do? Is there something that your dog does that you have to punish it for doing? Why?
¿Dónde duerme tu perro? ¿Tiene un lugar favorito o secreto para dormirse? ¿Lo tienes amarrado o dentro de una cerca durante el día o por la noche? ¿Le gusta o no le gusta estar amarrado o encerrado a tu perro? ¿Por qué no?	Where does your dog sleep? Does it have a favorite or secret place to sleep? Do you have it tied up or inside a fence during the day or at night? Does your dog like or not like to be tied up or enclosed? Why or why not?
¿Tiene alguna responsabilidad o trabajo tu perro en la casa? ¿Se consiguió para hacer esto?	Does your dog have any responsibility or job at your house? Do you get the dog for this purpose?
Me recomendarías que tuviera yo una mascota como la tuya? ¿Por qué sí o no?	Would you recommend that I have a pet like yours? Why or why not?
Otras preguntas más...	More questions...

Question Frames (Kagan 1994)

	EVENT	SITUATION	CHOICE	PERSON	REASON	MEANS
Present	What is?	Where/ when is?	Which is?	Who is?	Why is?	How is?
Past	What did?	Where/ When did?	Which did?	Who did?	Why did?	How did?
Possibility	What can?	Where/ When can?	Which can?	Who can?	Why can?	How can?
Probability	What would?	Where/ When would?	Which would?	Who would?	Why would?	How would?
Prediction	What will?	When/ Where will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	When/ Where might?	Which might?	Who might?	Why might?	How might?

Rescue Dogs

Reading Street 2.1 p. 212-215

Full Passage

Do you know that dogs can be trained to save lives? They are called rescue dogs. When people are in danger, rescue dogs are ready to help them.

Who do they help?

Rescue dogs find people who are lost or trapped. The dogs must be strong and smart. They must listen to people who train and handle them. This dog's trainer is telling him where to go look for a person who is trapped in snow.

What dogs make good rescue dogs?

Some dogs, like bloodhounds and German shepherds, are good at finding the scent trails of lost people. German shepherds are also good at finding people who are trapped under snow. Newfoundlands are another breed of dogs that are used as rescue dogs. Newfoundlands are good swimmers. They do a great job with water rescues.

How do they do their jobs?

Like all dogs, rescue dogs have a very good sense of smell. They use their sense of smell to find a lost person. A rescue dog can follow the scent trail a person has left. Sometimes more than one person is lost. Rescue dogs can look for more than one person at a time. Rescue dogs could not do their jobs without the people who train and handle them. Most of these people love working with dogs. They also like rescuing people in danger, just like their dogs do.

Cloze Procedure (Every ninth word eliminated except for transition sentences)

Do you know that dogs can be trained to save lives? They are called rescue dogs. When people are 1_____ danger, rescue dogs are ready to help them.

Who do they help?

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What dogs make good rescue dogs?

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Like 11 _____ dogs, rescue dogs have a very good sense of smell. They use their sense of smell to 12 _____ a lost person. A rescue dog can follow 13 _____ scent trail a person has left. Sometimes more 14 _____ one person is lost. Rescue 15 _____ can look for more than one person at a time. Rescue 16 _____ could not do their jobs without the people who train and handle them. Most of these people 17 _____ working with dogs. They also like rescuing people 18 _____ danger, just like their dogs do.

Chain Writing: Dogs



1. Select a word based on a theme and make a list of descriptive words.

hairy

noisy

black

playful

obedient

lazy

dogs

2. Ask what dogs do and add to the list.

hungry

nice

mean

playful

obedient

lazy

well-trained

dogs

bark

play

bury bones

do tricks

bite

obey

sleep

3. Now combine the words to make sentences.

Mean dogs bark.

Playful dogs do tricks.

Lazy dogs sleep.

4. Next list where dogs do things and add to the list,

<i>hungry</i>		<i>bury bones</i>	<i>in the back yard</i>
<i>nice</i>		<i>play</i>	<i>in my bedroom</i>
<i>mean</i>		<i>fight</i>	<i>in the street</i>
<i>playful</i>	<i>dogs</i>	<i>do tricks</i>	<i>at the dog show</i>
<i>disobedient</i>		<i>bite</i>	<i>on the sidewalk</i>
<i>lazy</i>		<i>sleep</i>	<i>in the garage</i>
<i>well-trained</i>		<i>obey</i>	<i>in the park</i>

5. Combine these words and phrases to make sentences.

Hungry dogs bury bones in the back yard.

Disobedient dogs bite strangers on the sidewalk.

6. Ask other questions about the theme to elicit additional responses, i.e. When? Why?

at night

during the day

when my parents aren't home

every day

once a week

when I'm climbing into bed

to find food

just for fun

to find a friend

to stay warm

because it's a habit

just to scare me

7. Children can write their own stories about dogs with the wide range of ideas and words to stimulate their imaginations. They can also create poetry or publish spiral books on the topic.

Based on Dewsbury, A. (1994). Writing Resource Book: First Steps. Education Department of Western Australia. Portsmouth, NH: Heinemann.

5. Combinen estas palabras y frases para formar oraciones más amplias y complejas. También pueden cambiar de plural a singular, fijando la atención de los estudiantes en los otros cambios que exige esto.

*Los perros simpáticos juegan en el jardín.
El perro dormilón duerme en su cama en la cocina.
El perro bravo protege en el techo de la casa.*

6. Haga más preguntas sobre el tema solicitando respuestas más amplias como ¿cuándo? ¿cómo? ¿por qué? Verán la necesidad de añadir más adjetivos y verbos.

*por la noche
durante el día
a todas horas
cuando hace sol (fresco, frío)
cuando oye a alguien que se aproxima
cuando llegan mis abuelos
a menudo
cuando abrimos la puerta*

*porque quiere cuidar la casa
para encontrarse un hueso para comer
porque es mi amigo
porque me quiere mucho
para hacerme reír
para dar miedo a los ladrones*

7. Hagan transformación de tipos de oraciones (declaraciones a preguntas; positivas a negativas, singular a plural) para variar el sintaxis. También enseñe cómo se combinan las oraciones simples para hacerlas más complejas:

Mi perro peludo no duerme en la cocina durante el día. Duerme en la cocina durante la noche. Sé que duerme durante el día. ¿Dónde duerme durante el día? Se esconde en el patio cuando hace sol y duerme bien a gusto.

8. Los estudiantes pueden crear sus propios cuentos acerca de un perro suyo o un perro que quisiera tener con estas ideas y palabras como estímulo. Pueden también escribir versos y poesías o publicar libros ilustrados sobre los perros.

Adaptado de: Dewsbury, A. (1994). Writing Resource Book: First Steps. Education Department of Western Australia. Portsmouth, NH: Heinemann.



Writing a News Story

Who?	What?	Where?	When?	Why?

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Camila
6th grade, 11 years old.
Spanish.

4 Spanish

A Dog named taco lived with a very loving and nice family in the state of Kansas. One day while the owners of taco were looking at their scrapbook they came across a picture of Tacos Family. Taco found that he had 3 brothers and 5 sisters. When taco saw that picture he knew that he had to go find them. So that night while everybody was asleep taco snuck out and went looking for his family. What he didn't know was that his family lived in Pennsylvania. Tacos owners were so worried the next day they went looking for him. It took taco 3 days to get to Pennsylvania but he was determined to find them. When taco finally got to his family's house his owners were already waiting for him. At the end Tacos Family adopted

Camila

6th, 11

Spanish.

LI Spanish

Abía un Perrito yamado Bob
x Bob vivia con su 3 hermanas
y 5 hermanos. un día cuando bob
y sus hermanos estaban durmiento
se despertaron por ~~se~~ escuchar
alguien tocando la puerta. Cuando
se levantaron asia niños y
adultos levantando a los perritos
y jugando con ellos. Bob
y sus hermanos no sabian lo
que estaba sucediendo pero
se estaban divertiendo.
Al final bob y sus 3 hermanos
y 2 de los 5 hermanas fueron
adoptadas y fueron a vivir
con su nuevo familia.

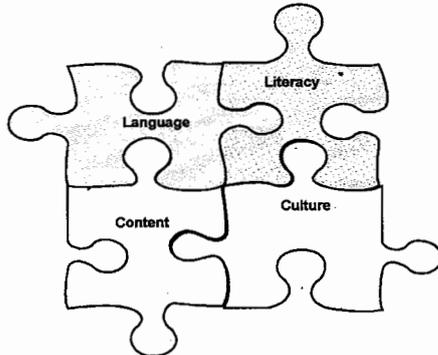
Standards-based Thematic Instruction in Dual Language Programs

Jill Kerper Mora
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Common Core Standards Challenges for DL Learners

- Demand for more “rigor” without more support for academic progress
- Focus on informational text versus literature that provides cultural knowledge
- Issues of oral language development & language proficiency in relationship to literacy
- Issues surrounding schema building, text-based comprehension questions & “close reading”

What Transfers?



What Transfers: Language

- Language universals
- L1 spoken language competence
- Phonological awareness
- Morphological awareness
- Syntactic awareness
- Listening/attending strategies for comprehension
- Narrative or story-telling abilities
- Main idea detection
- Lexical meaning-making skills

What Transfers? Literacy

- Alphabetic principle (alphabetic languages) or logographic principle
- Mapping principle
- Grapho-phonological awareness & processing
- Concepts of print (knowledge of symbolic & representational function of text)
- Segmentation abilities
- Decoding skills/cueing systems knowledge
- Orthographic knowledge and processing skills
- Word identification skills (semantic & syntactic)

What Transfers? Content

- ✓ Known concepts
- ✓ Ability to express knowledge in L1
- ✓ Schemata
- ✓ Personal/background experiences
- ✓ Metacognitive strategies
- ✓ Critical thinking & analysis skills

Transfer of Culture

- Teach cultural universals & culture-specific traditions, values & beliefs.
- Build cross-cultural awareness of different styles & patterns of interaction.
- Teach about cultures through multicultural literature.
- Schoolwide cultural activities teach about cultures & enhance parental involvement.

CA Next Generation ELD Standards California Department of Education 2012

- NG ELD Standards 2012 aligned with the CA Common Core Standards. ELD Standards correlated with CCS by grade levels & language arts domains (SL, RL, W).
- Based on a 3-level continuum of language proficiency from Native Language to Lifelong English Language Learner with Early Stages & Exit descriptors.
- Descriptors specify corresponding "Extent of Support", Metalinguistic Awareness & Accuracy criteria.

Shifts in the New ELD Standards

- Balance of literary & informational text
- Focus on functions of language in specific contexts. Study of parts of speech, grammar is as "linguistic resources" for communication, expressing ideas & academic purposes.
- Focus on explicit teaching of oral & written text structures & the specific language forms that signal/express the logic of the text and/or the author's purpose.
- Delineation of cross-mode language processes, i.e., the usefulness of language for accomplishing specific interpersonal & academic purposes.

Language Proficiency Scales 2012

Foreign Service Institute (FSI) Scale

Level 1	Level 2	Level 3	Level 4
Elementary Proficiency	Limited Working Proficiency	Minimum Professional Proficiency	Full Professional Proficiency

New Generation English Language Development Standards

Emerging		Expanding		Bridging	
Early Stages	At Exit	Early Stages	At Exit	Early Stages	At Exit

California English Language Development Test (CELDT)

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Proficiency Levels Emerging

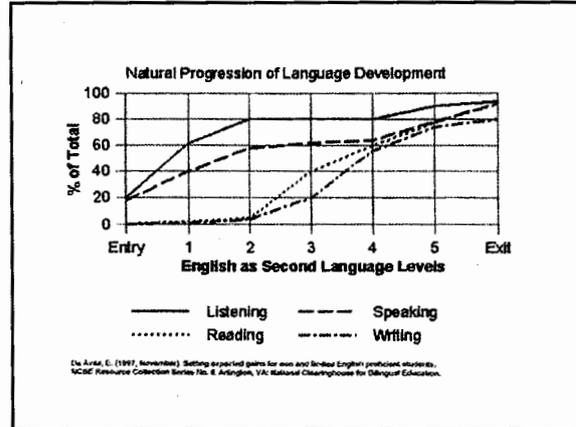
- Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- EL enter the emerging level having limited receptive & productive English skills.
- At exit EL have basic English communication skills in social & academic contexts.

Proficiency Levels Expanding

- Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age & grade level.
- EL enter able to refashion learned material in English for immediate communication & learning needs.
- At exit EL communicate about a range of topics & academic content areas in more complex, cognitively demanding situations & engage in creative use of English.

Proficiency Levels Bridging

- The "bridge" alluded to is the transition to full engagement in grade-level academic tasks & activities in a variety of content areas without the need for specialized ELD instruction
- Students at the bridging level continue to learn & apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.
- At exit, EL can communicate effectively with various audiences on a wide range of familiar & new topics to meet academic demands in a variety of disciplines.



Extent of Support

- The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.
 - Substantial
 - Moderate
 - Light
- ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Modes of Communication

- Collaborative: engagement in dialogue with others; exchanging information & ideas; interacting in written English; offering opinions & negotiating with others in communicative exchanges; adapting language choices
- Interpretive: comprehension & analysis of written & spoken texts: close reading; analyzing use of language for specific purposes depending on modality, text type, purpose, audience, topic & content are.
- Productive: creation of oral presentations and written texts; composing literary & informational text; supporting own opinion & evaluating others' opinions in writing, using precise vocabulary & language structures to effectively convey ideas.

Dimensions of Knowledge of Language

Metalinguistic Awareness: The extent of language awareness and self-monitoring students have at the level. Identify differences & similarities between the native language & English.

Accuracy of Production: The extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task. The frequency of errors in pronunciation, grammar & writing conventions & how these do or do not impede meaning is observed.

Critical Principles for Academic Language Development & Cognition

- For each level of language proficiency, the ELD Standards define "Critical Principles" for teaching text structure (oral & written) and cohesion.
- Text analysis examines the way text types are organized to express ideas & to structure logic.
- Analysis of cohesion involves examination of uses of parts of speech (pronouns referring to nouns, connecting words, phrases) & how these are used as the reader refers back or forward in the text & using cohesion elements in written text.
- A section titled "Texts & Discourse in Context" provides suggested language processes & structures, purposes for using language & audiences.

**ELD Standards Proficiency Levels,
Modes & Language Domains**

Proficiency Level Description	Emerging		Expanding		Bridging	
Collaborative	Reading	Listening	Writing	Speaking	Reading	Listening
	Speaking	Writing	Listening	Reading	Speaking	Writing
Interpretive	Reading	Listening	Writing	Speaking	Reading	Listening
	Speaking	Writing	Listening	Reading	Speaking	Writing
Productive	Reading	Listening	Writing	Speaking	Reading	Listening
	Speaking	Writing	Listening	Reading	Speaking	Writing

Thematic Units in Dual Language Classrooms

- Themes are both universal & language and culture specific. Ex: Dogs/Los Perros
- Parallel concepts about the theme are taught in both languages.
- The I plus One (linguistic “Zone of Proximal Development”) of English as L2 & Spanish as L2 learners is addressed through different levels of support & structure & differentiation of tasks & activities for listening, speaking, reading & writing.

Grade 4 ELD Standards Collaborative Mode

- Listening/speaking: Ask yes-no & wh- questions in collaborative conversations

Dog Unit: Inner & outer circle interviews; Persuade classmates that a dog is the best pet.

- Speaking/writing: Collaborate on joint writing project.

Dogs Unit: Write a dog rescue news story; Complete a Chain Writing story about dogs.

- Reading: Short informational & literary text

Dogs Unit: Read classmates' "My Dog" reports; Recount the dog rescue news story written by group or class.

Grade 4 ELD Standards Interpretive Mode

- Listening/speaking: Listen to read aloud & ask & answer detail questions using sentence frames

Dog Unit: Answer questions about a read aloud of excerpts about Seaman from "Lewis and Clark and Me: A Dog's Tale" by Laurie Myers

- Reading: Analyze figurative language in a section of the story.

Dog Unit: Graph a sequence of events of Seaman catching squirrels from Lewis' boat.

- Writing: Analyze language choice in a genre

Dog Unit: Write a report of six facts from Lewis' journal on which Seaman's historical fantasy account is based.

Grade 4 ELD Standards Productive Mode

- Listening/speaking: Short descriptive oral presentations; oral paraphrasing; expressing ideas & opinions

Dog Unit: Give an oral description of the Newfounder breed of dogs (Lewis' dog Seaman). Compare this breed to a German Shepherd or other breed.

- Reading: Support an opinion based on evidence from text.

Dog Unit: Locate passages from M. Lewis' journal that support his opinion that Seaman was a valuable dog for his journey.

- Writing: Composition of literary & informational texts

Dog Unit: Write a letter to Meriwether Lewis telling him why student thinks Seaman was a valuable dog for Lewis to have on his journey. Use modal expressions (probably/certainly, should/would) about how the trip might have been different without Seaman.

Learning About How English Works LSRW

- Listening/speaking: Analyze a story read aloud for how its organized sequentially with predictable stages (text structure).
- Reading: Identify pronouns in a passage & read the passage orally substituting the noun referents for each pronoun.
- Writing: Complete a Sentence Recombination activity. Cluster concepts & organizing ideas. Connect sentences using transition phrases & linking words. Construct paragraphs with introductory & concluding sentences that flow logically.

APPENDIX A: Proficiency Level Descriptors for Next Generation CA ELD Standards

Native Language	English Language Proficiency Level Continuum			Lifelong English Language Learning
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p>English learners enter the Emerging level having limited receptive and productive English skills. As they progress, they can start to respond to more varied communication tasks with learned material and increasing ease. At exit from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>English learners enter the Expanding level of the continuum being able to refashion learned material in English to meet their immediate communication and learning needs. As they progress, they increasingly engage in creative use of the English language in more complex, cognitively demanding situations. At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>English learners enter the Bridging level being able to communicate adequately in a variety of social and academic contexts. As they progress, they continue to refine and enhance their English language competencies in a broader range of contexts. At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p>Students who have reached “proficiency” in English language as determined by state and/or local criteria continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>
	<p>Extent of Support: Substantial Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate for familiar tasks or topics.</p>	<p>Extent of Support: Moderate Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</p>	<p>Extent of Support: Light Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics.</p>	<p>Extent of Support: Occasional Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English such as sophisticated use of a dictionary and thesaurus, or graphic representations of complex concepts accompanying a highly technical text.</p>
	<p>Metalinguistic Awareness Students progressing through the Emerging level begin to become aware of differences and similarities between features of their native language and English and apply this awareness in learning English.</p>	<p>Metalinguistic Awareness Students progressing through the Expanding level gain increasing understanding of the features and structures of English language and, with guidance, can revise their own and others’ production for accuracy and precision.</p>	<p>Metalinguistic Awareness Students progressing through the Bridging level gain sophisticated understanding of nuances of the features and structures of English language and apply this understanding to self-monitoring and providing feedback to others on various elements of production.</p>	<p>Metalinguistic Awareness Students exiting the Bridging level continue to build and apply highly sophisticated understanding of nuances of the features and structures of English language and apply them in a variety of contexts for multiple purposes.</p>
	<p>Accuracy Students progressing through the Emerging level typically exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.</p>	<p>Accuracy Students progressing through the Expanding level typically exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning.</p>	<p>Accuracy Students progressing through the Bridging level typically exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</p>	<p>Accuracy Students exiting the Bridging level may exhibit occasional errors in pronunciation, grammar, and writing conventions that do not impede meaning.</p>

Mode	English Language Proficiency Level Continuum		
	←----- Emerging -----→	←----- Expanding -----→	←----- Bridging -----→
	At the <i>early stages</i> of the Emerging level, students are able to:	At the <i>early stages</i> of the Expanding level, students are able to:	At the <i>early stages</i> of the Bridging level, students are able to:
Collaborative	<ul style="list-style-type: none"> express basic personal and safety needs and respond to questions on social and academic topics with gestures and words or short phrases; use basic social conventions to participate in conversations; 	<ul style="list-style-type: none"> express a variety of personal needs and opinions, and respond to questions using short sentences; initiate simple conversations on social and academic topics; 	<ul style="list-style-type: none"> express increasingly complex feelings, needs, and opinions in a variety of settings; initiate and sustain dialogue on a variety of grade-level academic and social topics;
Interpretive	<ul style="list-style-type: none"> comprehend frequently-occurring words and basic phrases in immediate physical concrete surroundings; follow classroom routines and schedules; read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures; comprehend familiar words, phrases, and questions drawn from content areas; 	<ul style="list-style-type: none"> comprehend information on familiar topics in contextualized settings; independently read a variety of grade-appropriate simplified print; read more complex text supported by graphics or pictures; comprehend main ideas and basic concepts in content areas; 	<ul style="list-style-type: none"> comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings; read increasingly complex written material at grade level; read technical text supported by pictures or graphics;
Productive	<ul style="list-style-type: none"> produce learned words and phrases and use gestures to communicate basic needs; and write familiar words and phrases related to everyday and academic topics. 	<ul style="list-style-type: none"> produce sustained conversation with others on an expanding variety of general topics; and write basic information and expanded responses in contextualized settings. 	<ul style="list-style-type: none"> produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and write to meet increasingly complex academic demands for specific purposes and audiences.
9	At <i>exit</i> from the Emerging level, students are able to:	At <i>exit</i> from the Expanding level, students are able to:	At <i>exit</i> from the Bridging level, students are able to:
Collaborative	<ul style="list-style-type: none"> express basic personal and safety needs and respond to questions on social and academic topics with phrases and short sentences; participate in simple, face-to-face conversations with peers and others; 	<ul style="list-style-type: none"> express more complex feelings, needs, and opinions using extended oral and written production; participate actively in all content areas with moderate to light support as appropriate; participate actively in non-academic settings requiring English; 	<ul style="list-style-type: none"> participate fully in all content areas at grade level with occasional support as necessary; express and satisfy personal and safety needs in a wide variety of settings; participate fully in non-academic settings requiring English;
Interpretive	<ul style="list-style-type: none"> comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations; read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; demonstrate understanding of words and phrases from previously learned content material; 	<ul style="list-style-type: none"> comprehend detailed information with fewer contextual clues on unfamiliar topics; read increasingly complex written material while relying on context and prior knowledge to obtain meaning from print; read technical text on familiar topics supported by pictures or graphics; 	<ul style="list-style-type: none"> comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings; read, with a limited number of comprehension difficulties, grade-level written material;
Productive	<ul style="list-style-type: none"> produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects; write basic personal information and short responses within structured contexts; and use learned vocabulary drawn from academic content areas. 	<ul style="list-style-type: none"> produce, initiate, and sustain spontaneous language interactions using circumlocution when necessary; and write to meet most social and academic needs through the recombination of learned vocabulary and structures with support. 	<ul style="list-style-type: none"> produce, initiate, and sustain extended interactions tailored to specific purposes and audiences; and write to meet a variety of social needs and academic demands for specific purposes and audiences.

CA New Generation ELD Standards (2012) Language Domains

LP Descriptor	Emerging	Expanding	Bridging
Collaborative Listening Speaking Reading Writing			
Interpretive Listening Speaking Reading Writing			
Productive Listening Speaking Reading Writing			