Thematic Instruction in Dual Language Classrooms

A Workshop for Project CORE

Jill Kerper Mora
moramodules.com
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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 prised 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 were fat and I thought them when fried a pleasant food... he would take the squirrel in the water kill them and swimming bring them in his mouth to the boat....
Meriwether Lewis  September 11, 1803

...one of the Shawnees a respectable looking Indian offered me three beaverskins for my dog with which he appeared much pleased... of course there was no bargain, I had given 20$ for this dog myself—
Meriwether Lewis  November 16, 1803
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**

<table>
<thead>
<tr>
<th>Preguntas en español</th>
<th>Questions in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Tienes una mascota?</td>
<td>Do you have a pet?</td>
</tr>
<tr>
<td>Sí, ¿cuál animal es?</td>
<td>If the answer is yes,</td>
</tr>
<tr>
<td>¿Por qué escogiste este</td>
<td>what animal is it? Why did you choose this</td>
</tr>
<tr>
<td>animal como mascota?</td>
<td>animal as a pet? If you have a dog, why did</td>
</tr>
<tr>
<td>Si tienes un perro,</td>
<td>you choose it and not another animal? Why</td>
</tr>
<tr>
<td>¿por qué lo escogiste y</td>
<td>do you like being the owner of a dog?</td>
</tr>
<tr>
<td>no otro animal?</td>
<td></td>
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<tr>
<td>¿Por qué te gusta ser</td>
<td></td>
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<tr>
<td>dueño de un perro?</td>
<td></td>
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<tr>
<td>¿Qué haces a diario para</td>
<td>What do you do each day to care for your</td>
</tr>
<tr>
<td>cuidar tu perro?</td>
<td>dog? What and when do you feed it?</td>
</tr>
<tr>
<td>¿Qué y cuándo le das de</td>
<td>Whose responsibility is it to make sure that</td>
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<tr>
<td>comer? ¿Quién tiene la</td>
<td>your dog has water and food?</td>
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<tr>
<td>responsabilidad de asegurar que</td>
<td></td>
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<tr>
<td>tiene agua y comida tu perro?</td>
<td></td>
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<tr>
<td>¿A tu perro, le gusta jugar?</td>
<td>Does your dog like to play? How and when</td>
</tr>
<tr>
<td>¿Cómo y cuándo juegos con</td>
<td>do you play with your dog? How does your</td>
</tr>
<tr>
<td>tu perro? ¿Cómo te</td>
<td>dog amuse you?</td>
</tr>
<tr>
<td>divierte tu perro?</td>
<td></td>
</tr>
<tr>
<td>¿Cómo lo entrenas o adiestras a tu perro?</td>
<td>How do you train your dog? Does your dog</td>
</tr>
<tr>
<td>¿Sabe hacer algún truco tu perro?</td>
<td>know any tricks? Which tricks does your</td>
</tr>
<tr>
<td>¿Quién le enseñó? ¿Cuáles</td>
<td>dog like to do? Which doesn’t it like to do?</td>
</tr>
<tr>
<td>trucos a tu perro le gusta</td>
<td>Is there something that your dog does that</td>
</tr>
<tr>
<td>hacer? ¿Cuáles no le gusta hacer?</td>
<td>you have to punish it for doing? Why?</td>
</tr>
<tr>
<td>¿Hay alguna cosa que hace tu perro para la cuál</td>
<td></td>
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<tr>
<td>lo tienes que castigar? ¿Por qué?</td>
<td></td>
</tr>
<tr>
<td>¿Dónde duerme tu perro?</td>
<td>Where does your dog sleep? Does it have a</td>
</tr>
<tr>
<td>¿Tiene un lugar</td>
<td>favorite or secret place to sleep? Do you</td>
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<tr>
<td>favorito o secreto para</td>
<td>have it tied up or inside a fence during the</td>
</tr>
<tr>
<td>dormirse? ¿Lo tienes amarrado o dentro de una cerca</td>
<td>day or at night? Does your dog like or not</td>
</tr>
<tr>
<td>durante el día o por la noche? ¿Le gusta o</td>
<td>like to be tied up or enclosed? Why or why</td>
</tr>
<tr>
<td>no le gusta estar amarrado o encerrado a tu perro?</td>
<td>not?</td>
</tr>
<tr>
<td>¿Por qué no?</td>
<td></td>
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<tr>
<td>¿Tiene alguna responsabilidad o trabajo tu</td>
<td>Does your dog have any responsibility or</td>
</tr>
<tr>
<td>perro en la casa? ¿Se consiguió para hacer esto?</td>
<td>job at your house? Do you get the dog for</td>
</tr>
<tr>
<td></td>
<td>this purpose?</td>
</tr>
<tr>
<td>Me recomendarías que tuviera yo una</td>
<td>Would you recommend that I have a pet</td>
</tr>
<tr>
<td>mascota como la tuya? ¿Por qué sí o no?</td>
<td>like yours? Why or why not?</td>
</tr>
<tr>
<td>Otras preguntas más...</td>
<td>More questions...</td>
</tr>
</tbody>
</table>
### Question Frames (Kagan 1994)

<table>
<thead>
<tr>
<th>EVENT</th>
<th>SITUATION</th>
<th>CHOICE</th>
<th>PERSON</th>
<th>REASON</th>
<th>MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>What is?</td>
<td>Where/ when is?</td>
<td>Which is?</td>
<td>Who is?</td>
<td>Why is?</td>
</tr>
<tr>
<td>Possibility</td>
<td>What can?</td>
<td>Where/ When can?</td>
<td>Which can?</td>
<td>Who can?</td>
<td>Why can?</td>
</tr>
<tr>
<td>Probability</td>
<td>What would?</td>
<td>Where/ When would?</td>
<td>Which would?</td>
<td>Who would?</td>
<td>Why would?</td>
</tr>
<tr>
<td>Prediction</td>
<td>What will?</td>
<td>When/ Where will?</td>
<td>Which will?</td>
<td>Who will?</td>
<td>Why will?</td>
</tr>
</tbody>
</table>
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 recuing people in danger, just like their dogs do.
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Chain Writing: Dogs

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

- hairy
- noisy
- black
- playful
- obedient
- lazy

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

- hungry
- nice
- mean
- playful
- obedient
- lazy
- well-trained

- 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,

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

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.

Cuentos de Cadena: Los Perros

1. Seleccione un tema y genere una lista de palabras descriptivas (adjetivos).

- simpáticos
- bonitos
- dormilones
- ruidosos
- peludos
- bravos

2. Pregunte ¿Qué hacen los perros? para solicitar verbos sobre acciones de los perros

- Los perros simpáticos juegan.
- Los perros dormilones duermen.
- Los perros bravos muerden.
- Los perros ruidosos ladran.

3. Ahora combinen las palabras para formar oraciones básicas.

Los perros simpáticos juegan.
Los perros dormilones duermen.
Los perros bravos muerden.
Los perros ruidosos ladran.

4. Luego hagan una lista de dónde hacen los perros sus acciones.

- Los perros simpáticos juegan en el jardín.
- Los perros dormilones duermen en sus camas en la cocina.
- Los perros bravos muerden en mi recámara.
- Los perros ruidosos ladran en el techo de la casa.

- Los perros bonitos se esconden en el patio.
- Los perros ruidosos se esconden en la entrada a la sala.
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.


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 hacermee reír
parad 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.

Writing a News Story

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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.
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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 he family lived in Pencil Vania. Tacos owners where so worried the next day they went looking for him. It took taco 3 days to get to pencil Vania but he was determined to find them. When taco finely got the his family’s house his owners where already waiting for him. At the end tacos family adopted
Había un perrito llamado Bob
y Bob vivía con su 3 hermanas
y 5 hermanos. Un día, cuando Bob
y sus hermanos estaban durmiendo,
se despertaron por escuchar
alguien tocando la puerta. Cuando
se levantaron, vieron a los niños y
adultos levantando a los perritos
y jugando con ellos. Bob
y sus hermanos no sabían lo
que estaba sucediendo, pero
se estaban divirtiendo.
Al final, Bob y sus 3 hermanos
y 2 de los 5 hermanos fueron
adoptadas y vivieron con su nueva familia.
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

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

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"
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.

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.

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.

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.

Language Proficiency Scales 2012

Foreign Service Institute (FSI) Scale

New Generation English Language Development Standards

California English Language Development Test (CELDT)

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.

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.

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.
Grade 4 ELD Standards

Collaborative Mode

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

Productive Mode

- **Listening/speaking**: Short descriptive oral presentations; oral paraphrasing; expressing ideas & opinions.
  
  Dog Unit: Give an oral description of the Newfoundland breed of dogs (Lewis' dog Seaman). Compare this breed to a German Shepherd or other breed.

- **Reading**: Support an opinion bases or 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.

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.

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.

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.
DRAFT CA ELD STANDARDS FOR PUBLIC REVIEW

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

<table>
<thead>
<tr>
<th>Native Language</th>
<th>English Language Proficiency Level Continuum</th>
<th>Lifelong English Language Learning</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Students who have reached &quot;proficiency&quot; 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.</td>
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<tr>
<td><strong>Lifelong English Language Learning</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Metalinguistic Awareness</td>
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<tr>
<td>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.</td>
<td>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.</td>
<td>Students progressing through the Bridging level gain sophisticated understanding of nuances of features and structures of English language and apply this understanding to self-monitoring and providing feedback to others on various elements of production.</td>
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<td>Accuracy</td>
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<td>Students progressing through the Emerging level typically exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.</td>
<td>Students progressing through the Expanding level typically exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning.</td>
<td>Students progressing through the Bridging level typically exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</td>
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<td>Mode</td>
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<td><strong>Communication</strong></td>
<td>express basic personal and safety needs and respond to questions on social and academic topics with gestures and words or short phrases;</td>
<td>express a variety of personal needs and opinions, and respond to questions using short sentences;</td>
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<tr>
<td><strong>Interceptive</strong></td>
<td>comprehend frequently-occurring words in immediate physical concrete surroundings;</td>
<td>comprehend information on familiar topics in contextualized settings;</td>
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<tr>
<td><strong>Productive</strong></td>
<td>produce learned words and phrases and use gestures to communicate basic needs; and</td>
<td>produce sustained conversation with others on an expanding variety of general topics;</td>
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<td><strong>At exit from the Emerging level, students are able to:</strong></td>
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<td><strong>At exit from the Expanding level, students are able to:</strong></td>
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<td><strong>At exit from the Bridging level, students are able to:</strong></td>
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<tr>
<td><strong>Sustained/Extended</strong></td>
<td>express basic personal and safety needs and respond to questions on social and academic topics with phrases and short sentences;</td>
<td>express more complex feelings, needs, and opinions using extended oral and written production;</td>
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<td><strong>Interceptive</strong></td>
<td>comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations;</td>
<td>comprehend detailed information with fewer contextual clues on unfamiliar topics;</td>
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<tr>
<td><strong>Productive</strong></td>
<td>produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects;</td>
<td>produce, initiate, and sustain spontaneous language interactions using circumlocution when necessary; and</td>
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**Introduction and Proficiency Level Descriptors—June 29, 2012**

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