



**Effective, Integrated, and
Responsive ELD for
Dual Language Classrooms**

SEAL



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Who's in the Room?



Purpose of this workshop



Learn how **Language Functions** and **Graphic Organizers** can be a bridge between the languages



See a video of classroom in which ELD occurs within the context of a thematic unit in Spanish



Consider implications for planning for ELD and Cross Language Connections within a thematic context

This is SEAL

A powerful research-based, evidence-based approach to engaging, rigorous, joyful learning.





Mission

To prepare all
English Learners and
Dual Language Learners
in California to
learn, thrive and lead.



PRACTICE

We partner with schools over multiple years to train teachers in research-based pedagogy, spark cross-school collaboration, and build internal coaching and leadership capacity to support English Learners.

RESEARCH

We conduct research in classrooms, pilot new approaches, and publish insights to advance the field's understanding of what works for English Learners.

POLICY & ADVOCACY

We engage district leaders, educators and other education stakeholders, using our research, practice, and analysis to connect them to opportunities to advocate for policies that centralize the needs of English Learners.

Agenda

Language Functions & Graphic Organizers

Seeing it in Action

ELD & Cross Language Connections

Questions and Closing

Three Components that ELs Need

Access to Content

- Visuals
- Total Physical Response
- Realia
- Labeling
- Repetition & review

The Language to Participate

To process
content and tasks

Teach English

To understand how
English works

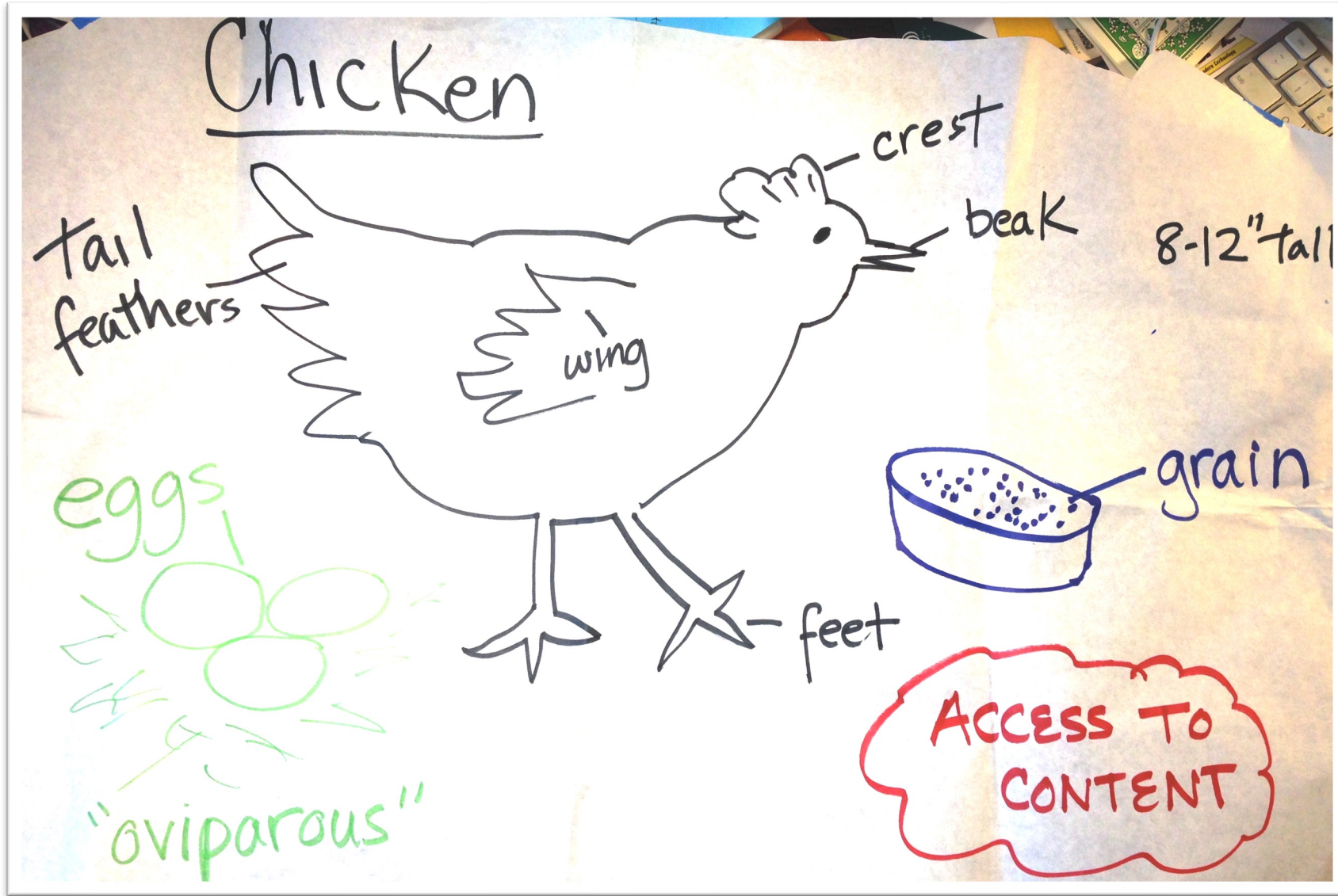
***SLD and
Integrated ELD***

Designated ELD

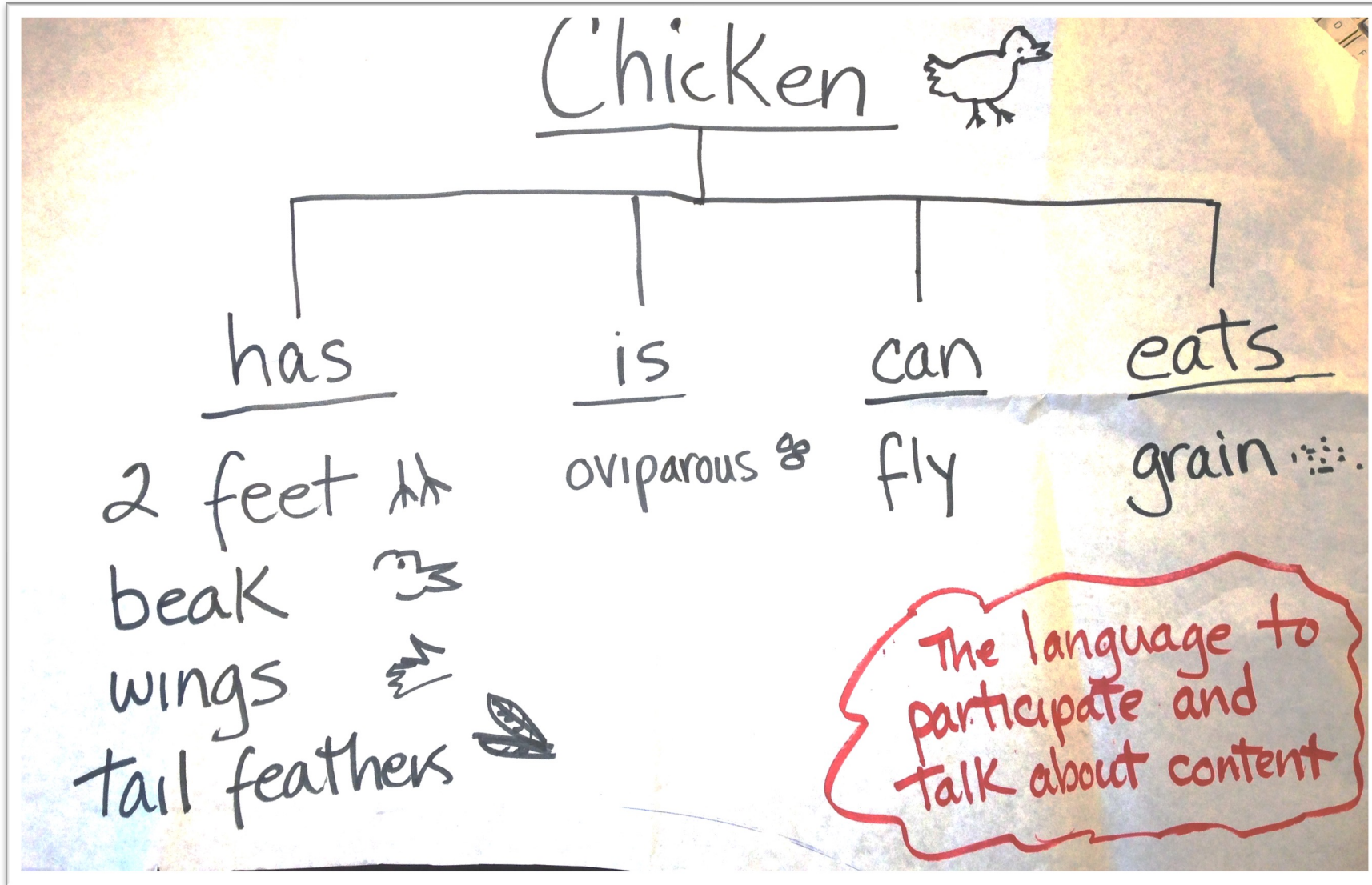
Comprehension

**Interaction &
Participation**



Language Study



Access to Content



**Language to
Participate
and Talk
About
Content**

(i) Singular	plural (2+)
 <u>A</u> chicken has is can eats lays	<u>A</u> chickens  have are can eat lay

How English
works

Teach
English

Three Components that ELs Need

Access to Content

- Visuals
- Total Physical Response
- Realia
- Labeling
- Repetition & review

The Language to Participate

To process content and tasks

Teach English

To understand how English works

SLD and Integrated ELD

Designated ELD

Comprehension

Interaction & Participation

Language Study

Language Functions

The Key to Full Academic Language Development

Why Language Functions?

- Conceptual and analytic thought is connected to specific language functions - *specific vocabulary, language structures, ways of talking, discourse patterns, language forms, etc.*
- Teaching children academic language involves **explicitly teaching** the language functions related to the academic/cognitive tasks they are encountering
- Particularly essential for English Learners

Key Academic Cognitive and Language Functions

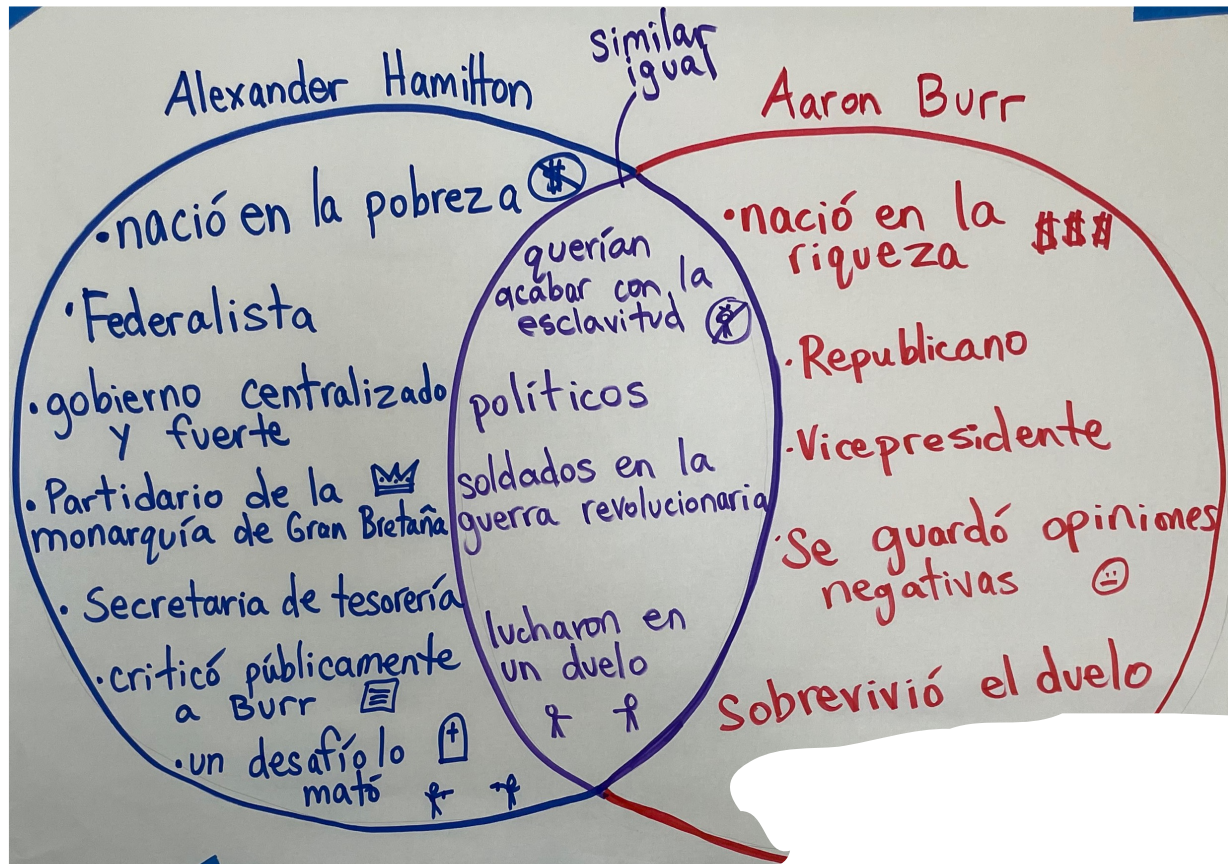
- Description
- Compare/contrast
- Sequence
- Cause and Effect
- Opinion/Persuasion
- Categories, classification
- Quantification

Fundamental thinking skills transfer across curriculum areas

How to Determine the Language Function to Teach

Comes from the STANDARDS/FOUNDATIONS

- Look at the standards (and particularly the verbs). What is this standard asking children to DO?
- What language do children need in order to talk about this content?
- *“Students should be able to ask and answer questions about details relating to an event or character...”*
- *“Students should be able to distinguish between.....”*
- *“Students should be able to place events in the order in which they occurred....”*

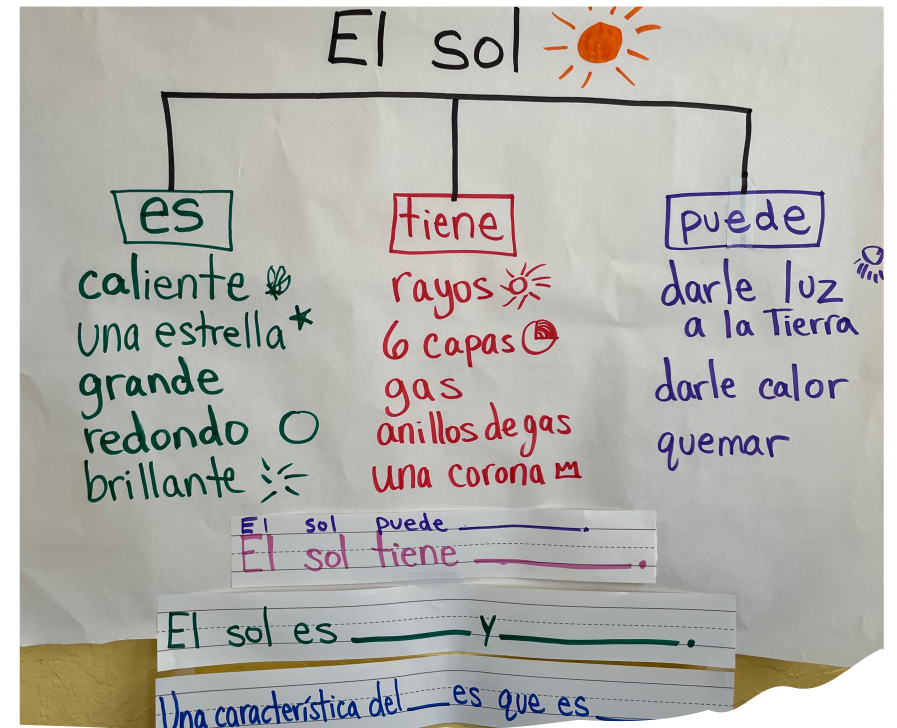


Ambos Hamilton y Burr

son similares en que comparten algunas características

Mientras que Hamilton fue _____, Burr fue _____

Hamilton _____. Por el contrario Burr _____.



Graphic Organizers

WHY Graphic Organizers?

**ALL
STUDENTS**

Build conceptual, analytical thinking

**VISUAL &
ENGLISH
LEARNERS**

Scaffold comprehension

**STUDENT IN
BILINUAL
PROGRAMS**

Provide a tool for organizing & thinking about information that can be transferred across languages

A Dive into the Language Functions and Graphic Organizers Resource

- Summary
- The Graphic Organizers
- Inherent Academic Language
- Grammatical Aspects
- Scaffolds (prompts, questions and frames)
- Key Standards
- Photos

Description/Describe – the language

Inherent Academic Language

- **Vocabulary:** *characteristics, attributes, qualities, properties*
- **Phrases:** *is made up of, contains, consists of, exhibits, looks like, acts like, smells like, feels like*

Grammatical aspects

- adjectives, adjective phrases, nouns, articles, pronouns, nominalization, connecting ideas, verbs: to be, to have, to be able to (can)

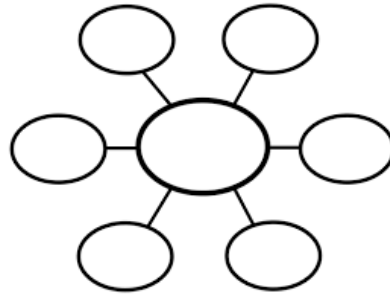
Scaffolds

- What are some of the characteristics of ____?
- The characteristics of ____ are ____ (and ____).

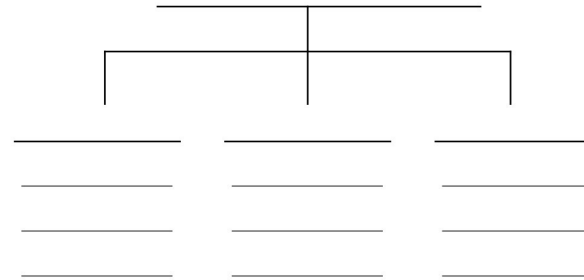
LANGUAGE FUNCTION: DESCRIPTION

THE GRAPHIC ORGANIZERS

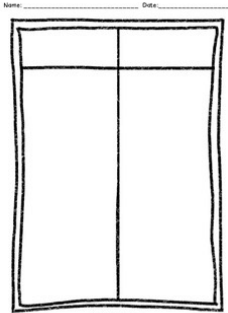
- Web (Bubble Chart)



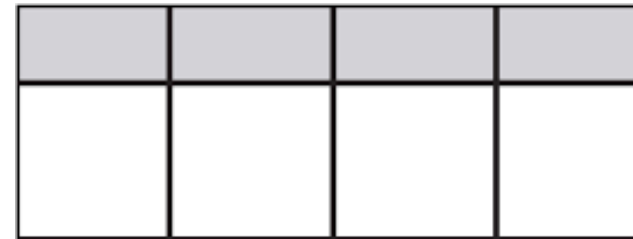
- Tree Map



- T-Chart



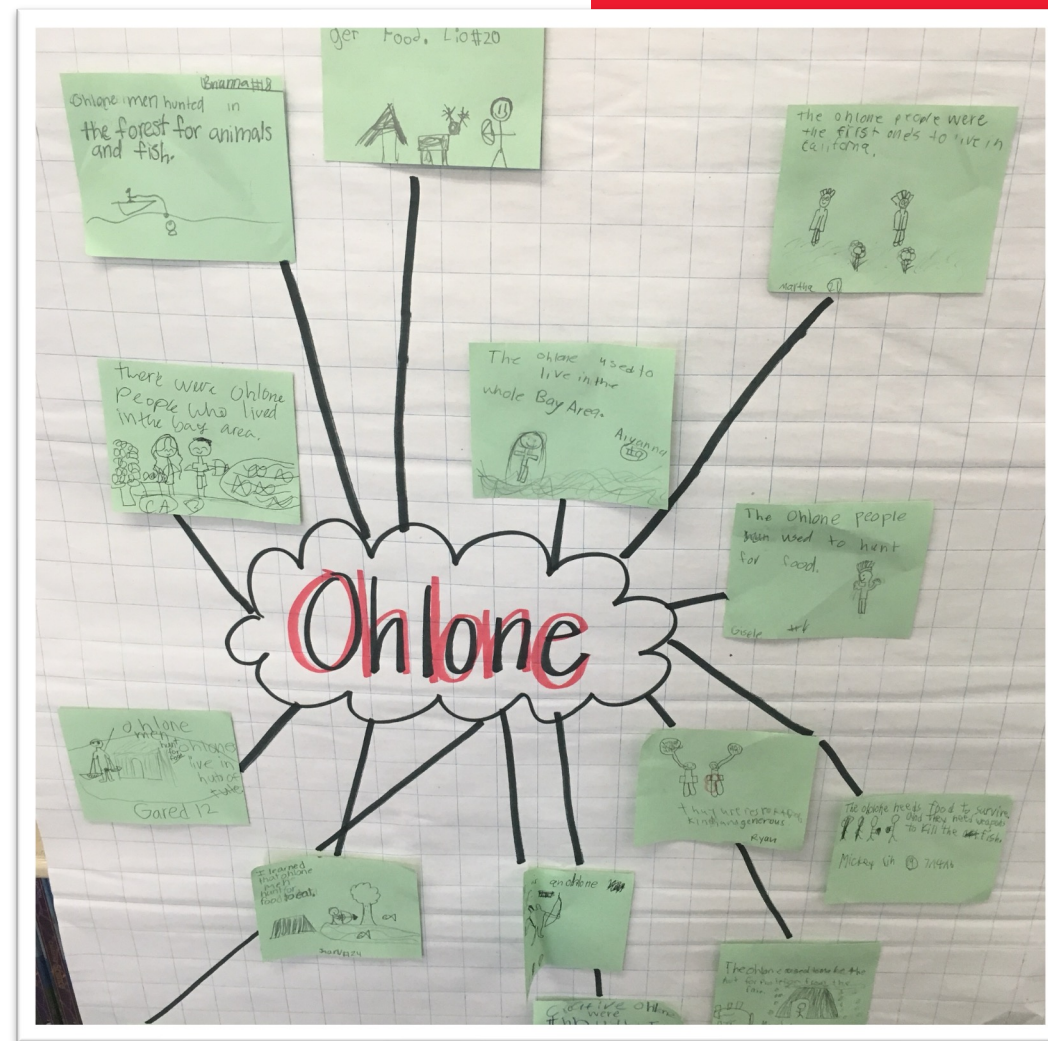
- Categorical Matrix (single row)



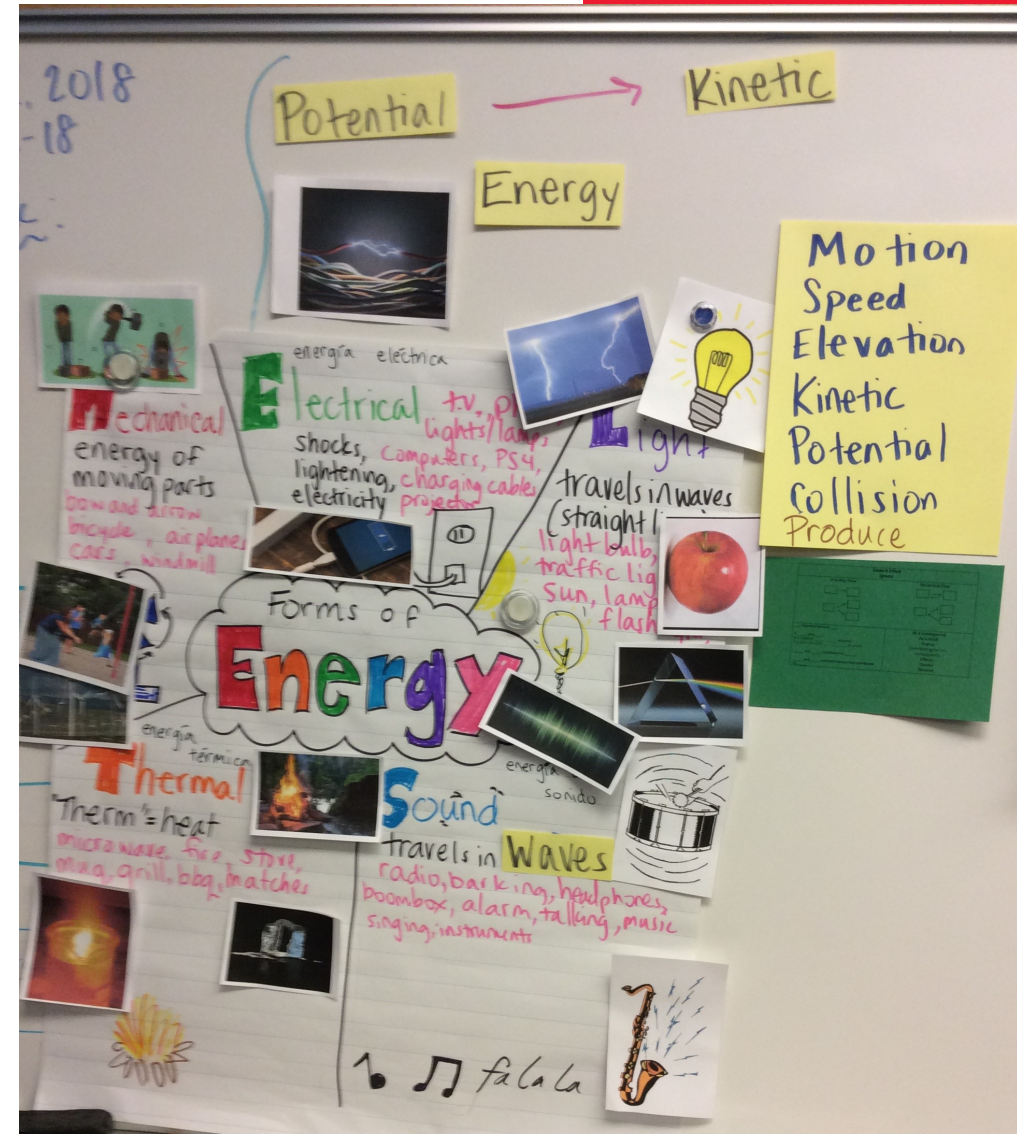


An “Into” Web

Start of Unit:
WHAT WE KNOW!
Brainstorm

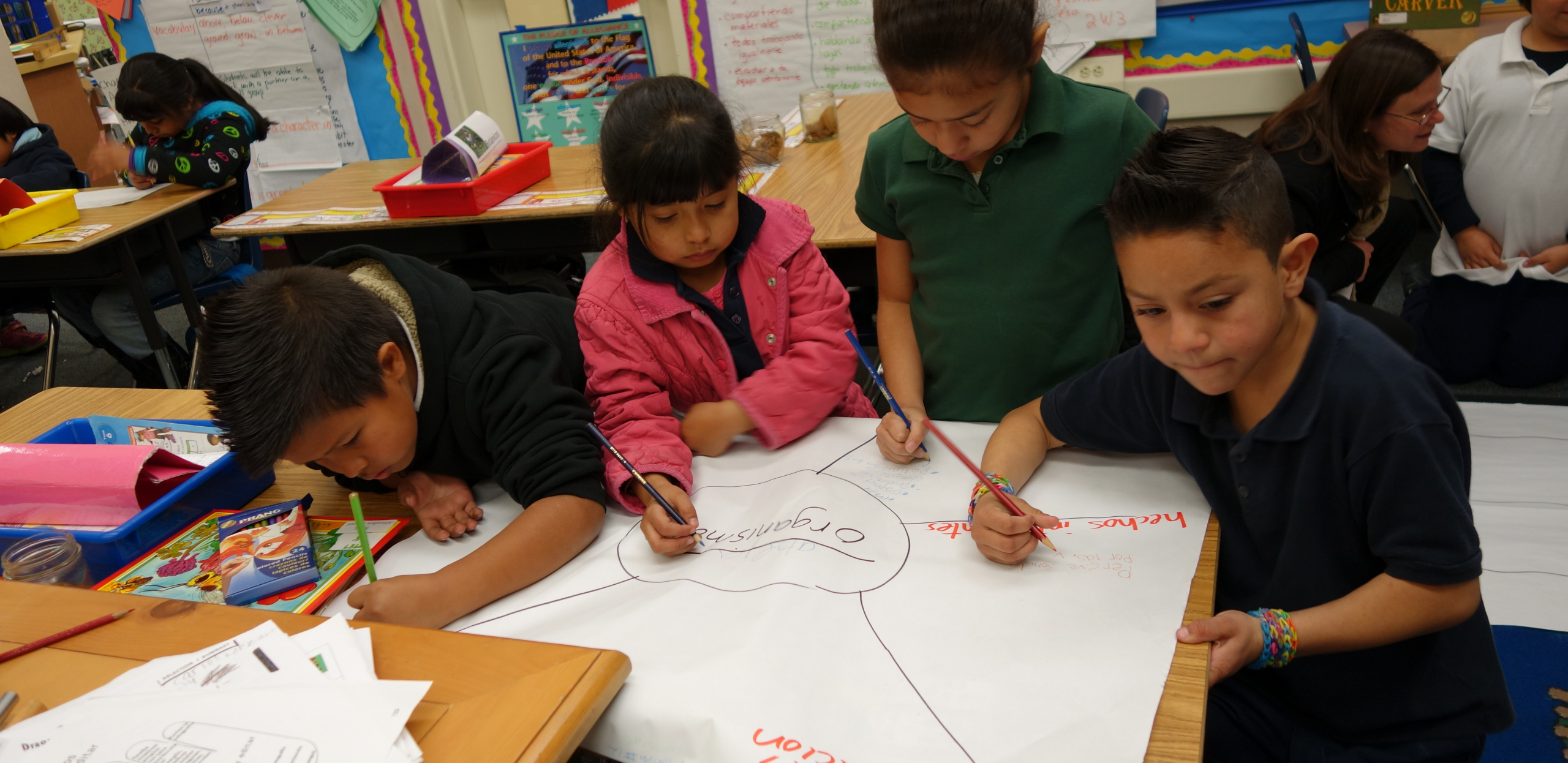


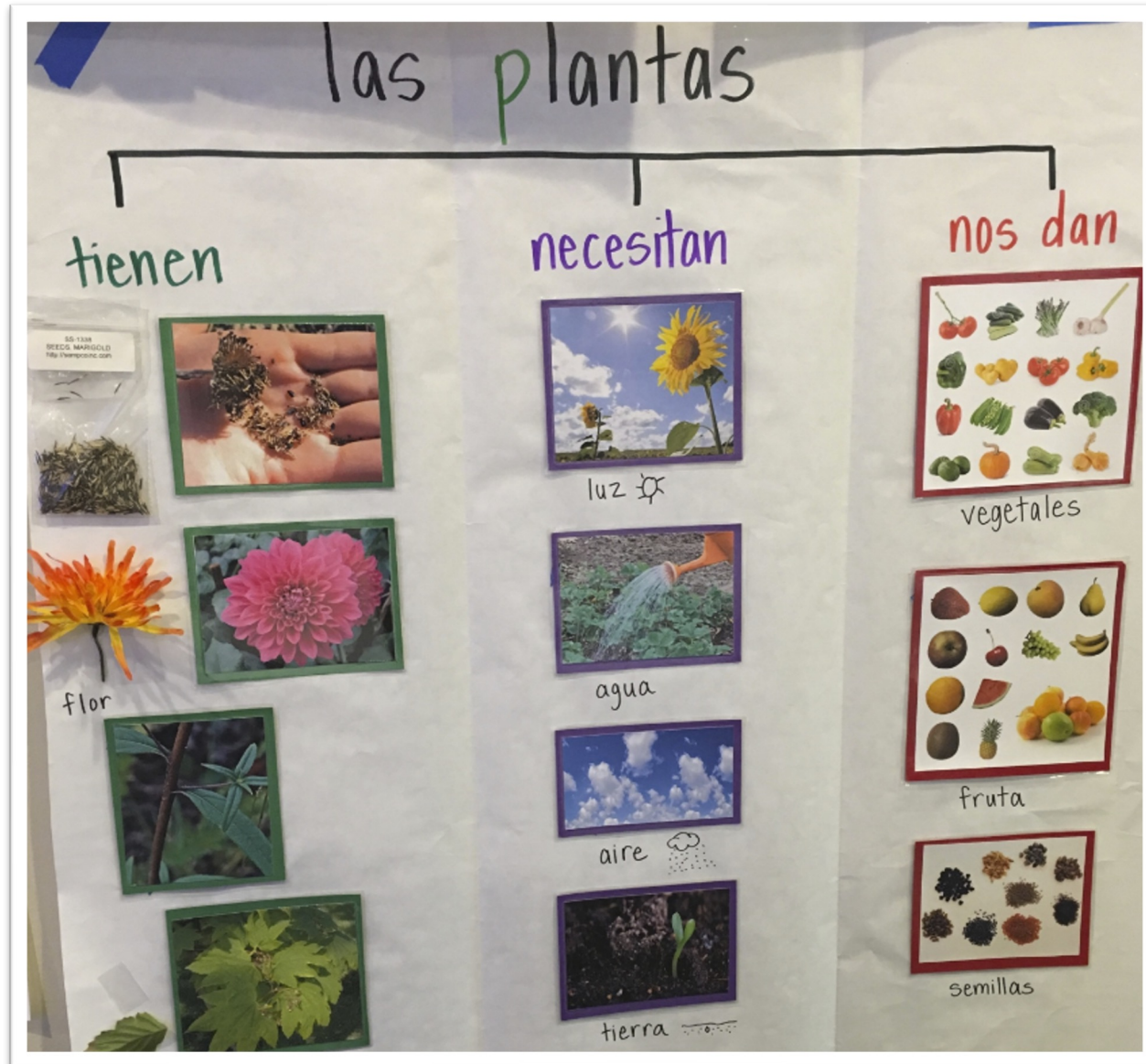
During the Unit:
**CONFIRM & ADD TO WHAT
WE KNOW!**





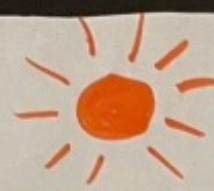
Una red
sobre los
animals de
la granja





Tree Map

El sol



es

caliente ☼
una estrella*
grande
redondo ○
brillante ✨

tiene

rayos ☼
6 capas ☼
gas
anillos de gas
una corona ☼

puede

darle luz ☼
a la Tierra
darle calor
quemar

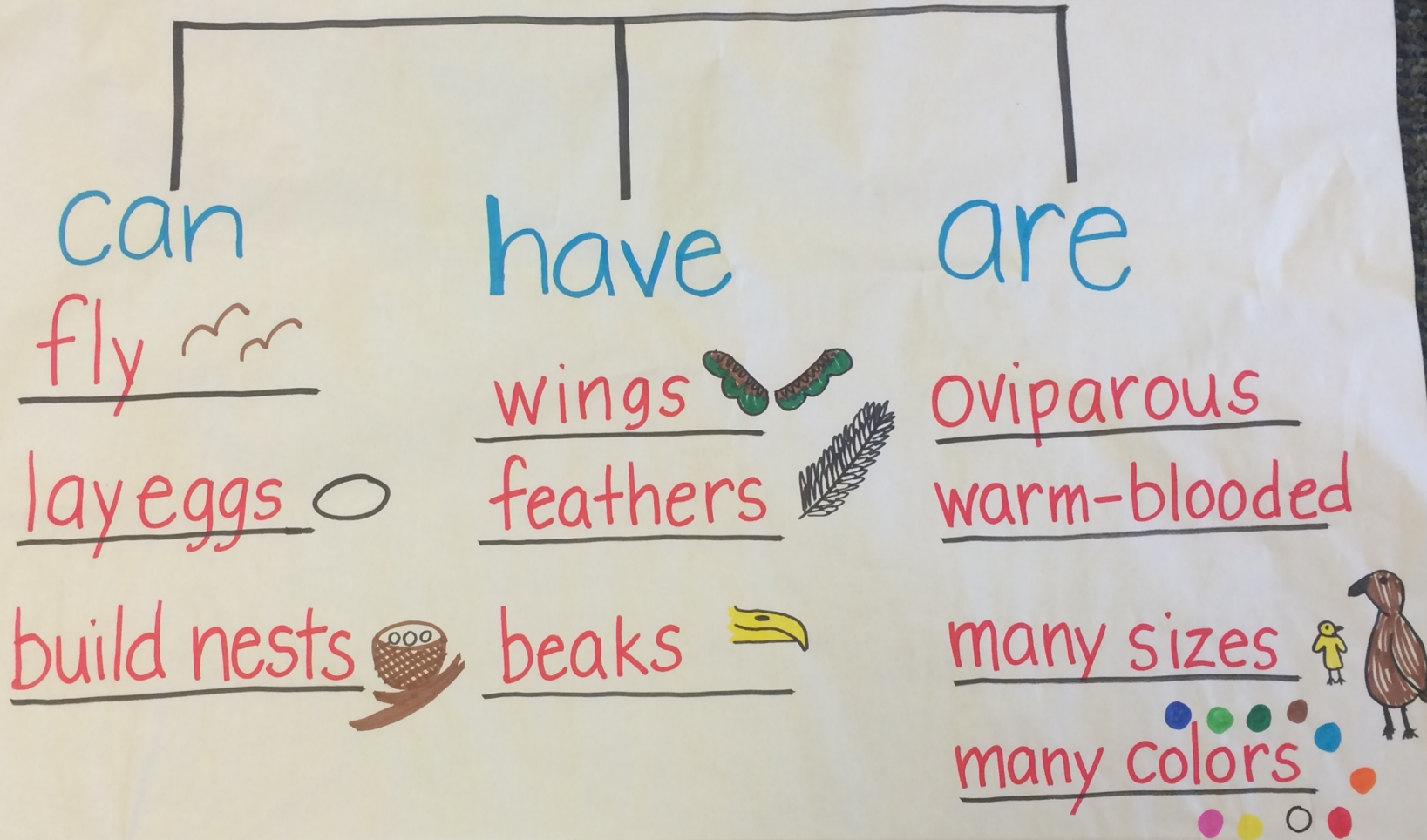
El sol puede _____
El sol tiene _____

El sol es _____ y _____.

Una característica del _____ es que es _____.



Birds



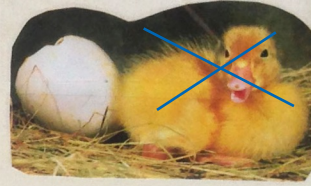
Tree Map

(plural noun)



A

Birds



can

has

is

fly

lay eggs

build nests

wings

feathers

beaks

oviparous

warm-blooded

many sizes

Tree Map

(singular noun)

Designated ELD lesson:
singular & plural forms
of verbs

Language Function Chants

Canto de descripción

Por Heather Skibbins

(Tune: If You're Happy and You Know It)

Si dices como parece – tu describes,
Si dices como suena – tu describes,
Si dices como huele o que sabor tiene,
Si dices las cualidades – tu describes.

Sharks (Description) -By Heather Skibbins & Jen Analla

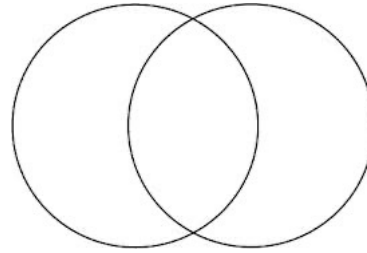
If you say what it looks like – you describe,
If you say what it sounds like – you describe,
If you say what it smells like, tastes, or feels like,
If you tell its qualities – you describe.

The shark is fast, sleek and fierce,
The shark has cartilage, teeth and gills,
It's characterized by rubbery skin and a dorsal fin,
If you tell its qualities - you describe.

COMPARE & CONTRAST

THE GRAPHIC ORGANIZERS

- Venn Diagram
- Categorical Matrix
- Double bubble (Thinking Maps)
- T-Chart

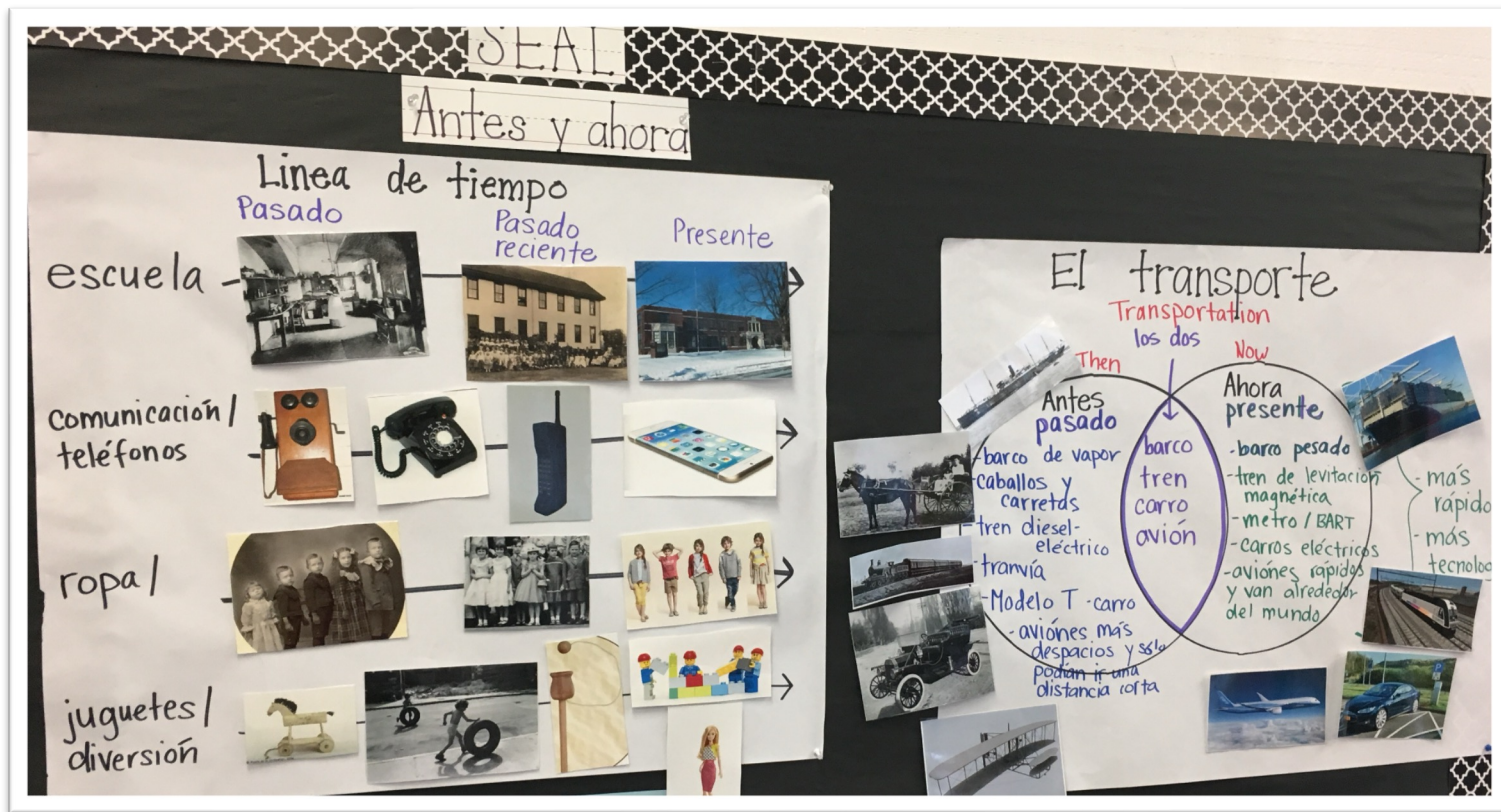


PURPOSES

- Making decisions between two things
- Understanding how things are alike or different –distinguishing between things – clarifying

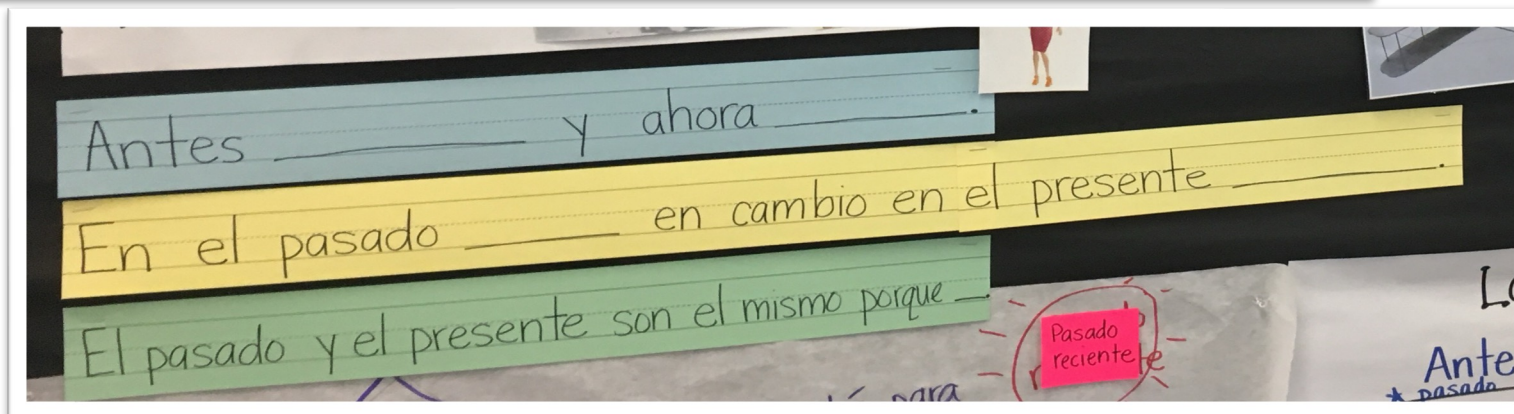


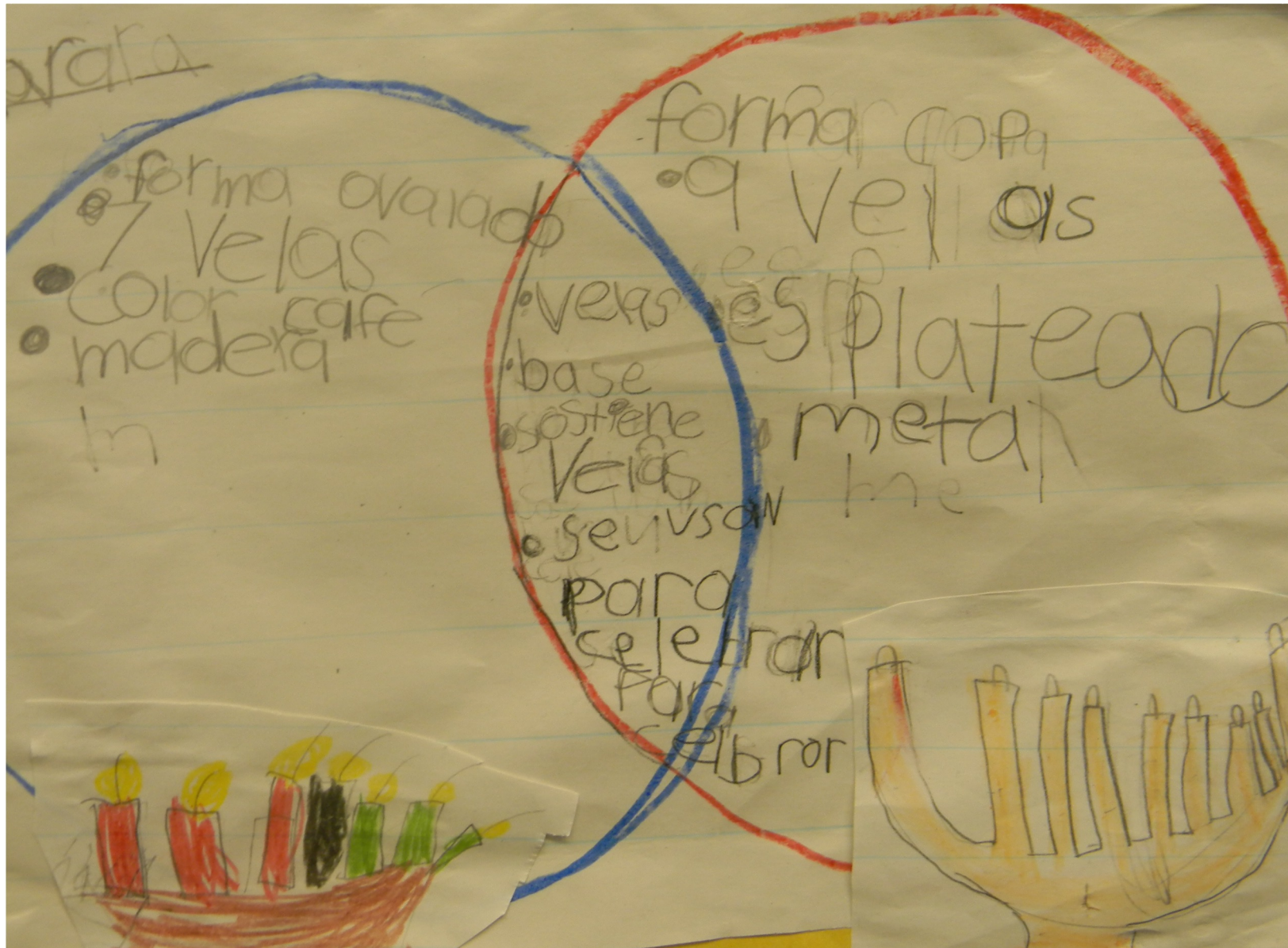
Compare & Contrast



Compare & Contrast

Venn Diagram

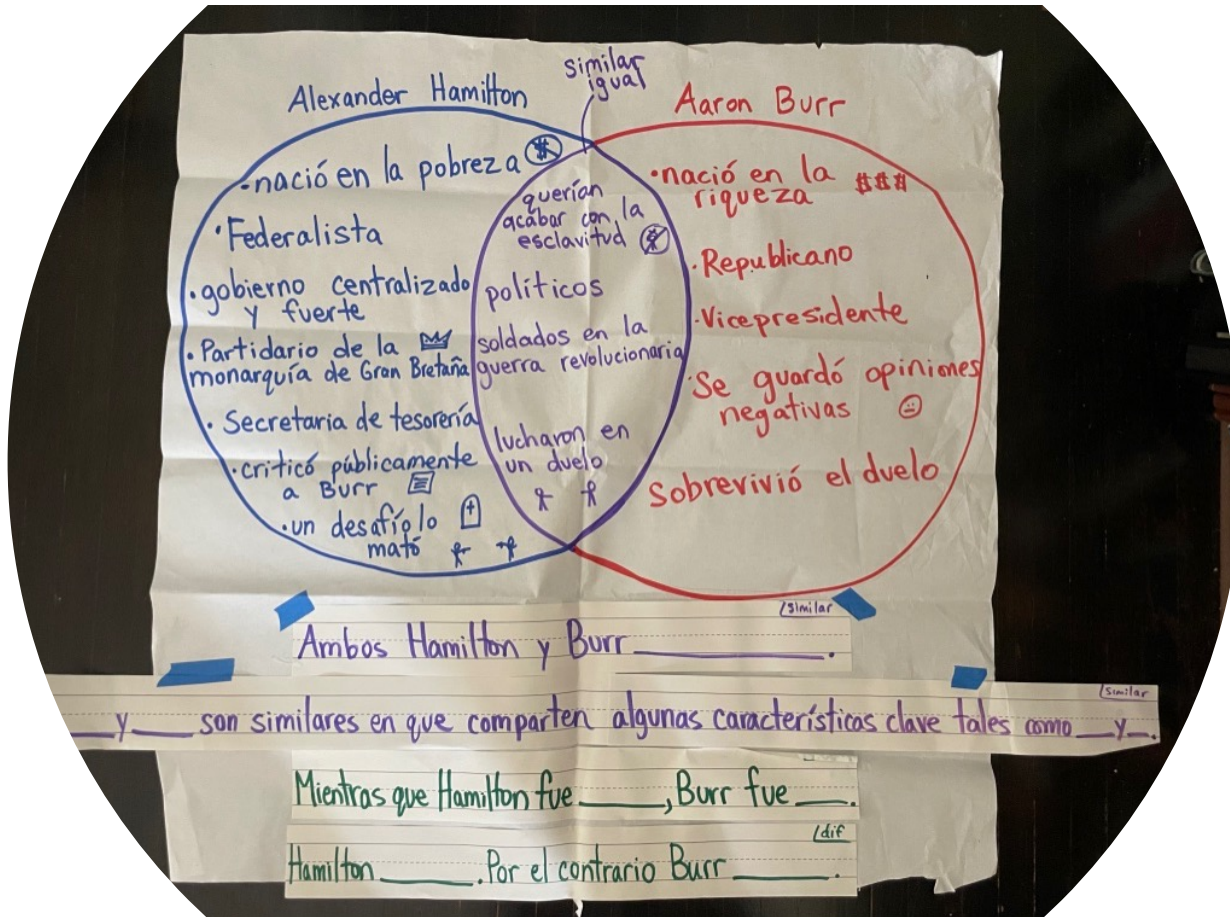




Compare & Contrast

Venn Diagram

Teach cognates and transfer explicitly



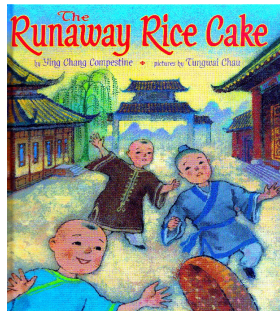
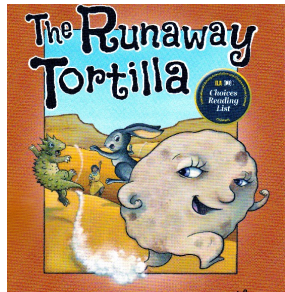
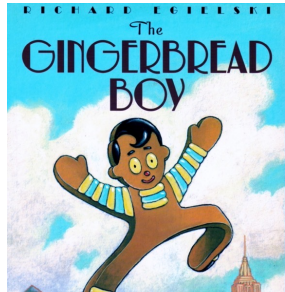
Español	English
comparar	compare
contrastar	contrast
diferente	different
similar	similar
igual	equal
características	characteristics

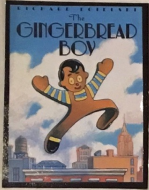

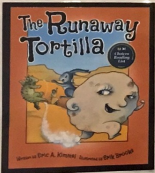





Colony	Population	Economy	Religion	Interesting Facts
New England Colonies: Connecticut, Rhode Island, Massachusetts Bay, New Hampshire	• Native peoples • British	• Farms 🌾🌾 • Fishing 🐟🐟🐟 • Trade ↻	• Puritans • Pilgrims (intolerant of other religions) "City on a Hill" 🏰	• women, men and children did work on the farm, in the community + at church ♀➔ • women who challenged male authority, accused of witchcraft
Southern colonies: Virginia (Jamestown), Georgia, North + South Carolina	• Africans • Native peoples • Germans, Scots-Irish	• Tobacco and rice plantations 🌾🌾🌾 • Slavery 🗝️ • Indentured Servitude 📜	• Anglican church	• Virginia started as all male colony • First Africans 1619 • Slavery central to economy
Middle Colonies: Maryland, New Amsterdam, New Jersey, Pennsylvania, Delaware	• Africans • Native peoples • Dutch • English • Swedish • German • Irish • Scottish	• Farms 🌾 • Fur trade 🐾 • Crafts people 🏠 • Indentured Servitude 📜 • Slavery 🗝️ • Merchants \$➔ • Bankers • Ship builders 🚢 • Overseas traders	• Catholic • Jewish • Quaker • Christian	• Seeds of American Revolution start here • Diverse and tolerant

Compare & Contrast

Categorical Matrix



Title Author Illustrator	Character	Who made it?	Who did it run from?	Who ate it?
				
				
				

Compare & Contrast


Categorical Matrix

Insecto	Habitat	Color	Tamaño	Actividad
<p>Mariposa</p> 	<p>hojas</p> 	<p>anaranjadas manchas negras y blancas = a amarillo rojo, negras</p> 	<p>un frijol</p> 	<p>se comen afidos</p>  
<p>Libelula</p> 	<p>Cerca del Agua</p> 	<p>Varios Colores</p> 	<p>1-4 Pulgadas</p> 	<p>Moscas, Abejas,</p> 
				

Compare & Contrast

Categorical Matrix

Preschool



Red, and what color
are the bee's wings?

Scaffolded Sentence Frames

- La mariquita y la libélula ambas tienen _____. / The ladybug and the dragonfly both have _____.
- La mariquita y la libélula son diferentes porque la mariquita tiene _____ pero la libélula tiene _____. / The ladybug and the dragonfly are different because the ladybug has _____ but the dragonfly has _____.
- La mariquita es _____. En comparación, la libélula es _____. / The ladybug is _____. By comparison, the dragonfly is _____.
- Mientras que la mariquita es _____, la libélula es _____. / Whereas the ladybug is _____, the dragonfly is _____.

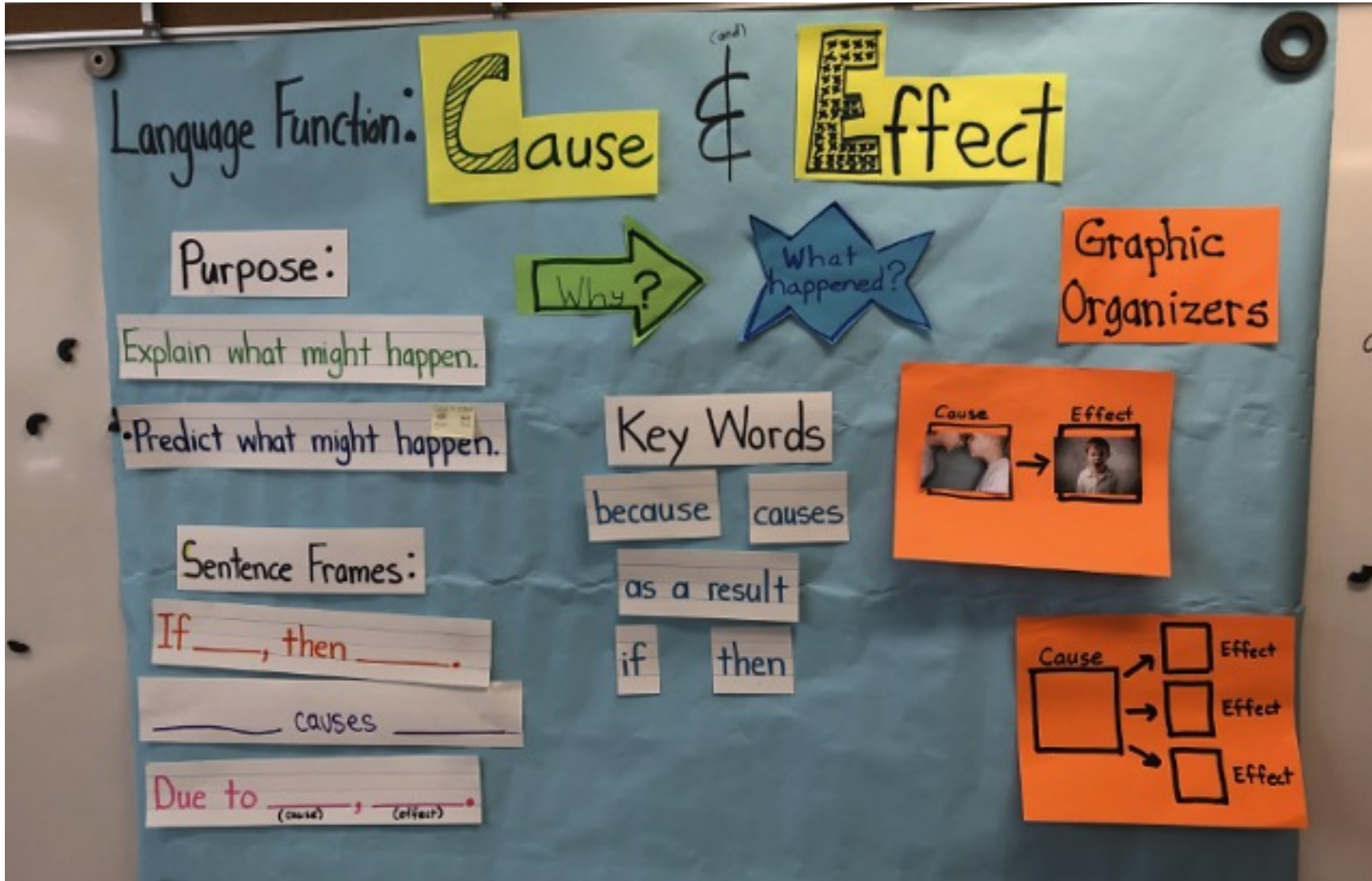
A preview

With a partner:

- 1 Explore remaining Language Functions
- 2 Share one connection you made to your current practice

The Language Function Wall

- To introduce the language function and make the language function visible
- Serve as a resource to students related to the language function
- A living space that is built and grows with the students throughout the unit – and remains as a resource to be drawn upon later
- An aid in providing Integrated instruction and ELD



Cause and Effect Language Function Wall

Sequence Language Function Wall

Funciones Gráficas de Lenguaje: Secuencia → → →

Propósito:
 Recontar
 decir cosas en orden
 historias
 direcciones
 eventos
 cómo

verbos: Pasado/Presente/Futuro		
Pasado	Presente	Futuro
Yo <u>escuché</u>	Estoy <u>escuchando</u>	<u>escucharé</u>

Secuencia

Funciones Gráficas de Lenguaje: Secuencia → → →

Secuencia de seis eventos

Pasos

Ciclo en gráfica

Resumen de un cuadro de una historia

Título de la Historia
 En esta historia, el problema comenzó cuando
 Luego,
 Entonces,

Principio	Medio	Final
Primero,	También,	Por último,
Para empezar,	Más tarde,	Al final,
Había una vez,	A continuación,	Por fin,
Al principio,	En seguida,	En resumen,
En el principio,	Entonces,	En conclusión,
	Después,	
	Luego,	

Primero, ____ Entonces, ____ Después, ____
 Por último, ____

Al principio, ____ Luego, ____ Después, ____
 Finalmente, ____

Sequencing
 Sequencing is read
 From beginning to
 Events are important
 Remember First,
 Sequencing is read
 From beginning to
 If you want to
 Initially, Subsequent



Begin Language Function Wall in Spanish

Pared de la función del lenguaje

Objetivo
¿Para qué nos sirve?
Para comprender bien claro
como es una cosa o
una persona.

Describir
ojo, oído, mano, corazón, pies

El ____ es ____
La ____ tiene ____

Una característica de ____ es que es ____

El ____ es ____ tiene ____ y ____
sustantivo

Aspectos gramaticales

Adjetivos son palabras que describen **sustantivos**. 🏠🌳👤

color	tamaño	emociones	características
rojo	grande	triste	respetuosa
anaranjado	pequeña	feliz	amable
verde	mediano	enojado	guapo/a
azul	normal	mal	timido
morado	alto	emocionado	alegre
rosado	chiquito	asustado	feo inteligente
amarillo	ancho	nervioso	maravilloso
negro	grueso	contento	increíble
gris	avante	venoso	chistoso

Podemos escribir símiles

El ____ un ____
La ____ es como una ____
sustantivo adjetivo sustantivo

Organizadores gráficos

líquidos
leche, agua, jugo, vino, leche condensada, leche descremada, leche entera, leche sin azúcar, leche con azúcar, leche con sabor, leche sin sabor, leche con calcio, leche sin calcio, leche con vitamina D, leche sin vitamina D, leche con hierro, leche sin hierro, leche con zinc, leche sin zinc, leche con cobre, leche sin cobre, leche con selenio, leche sin selenio, leche con yodo, leche sin yodo, leche con flúor, leche sin flúor, leche con calcio, leche sin calcio, leche con vitamina D, leche sin vitamina D, leche con hierro, leche sin hierro, leche con zinc, leche sin zinc, leche con cobre, leche sin cobre, leche con selenio, leche sin selenio, leche con yodo, leche sin yodo, leche con flúor, leche sin flúor

es tiene puede

ENGLISH We can use descriptive language.

Soft smooth furry wolly bumpy rough spiky

large big giant enormous ginormous

Adjectives are describing words.

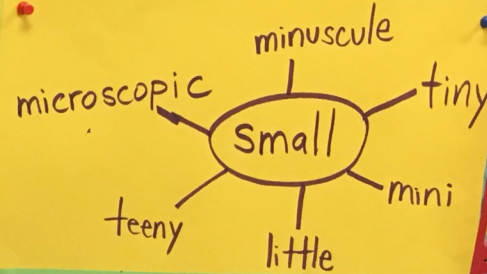
texture (how something feels)

soft hard
sticky chewy
bumpy squishy
curvy twisty
oily rough
mushy crunchy
creamy crispy
smooth

size or shape (how something looks)

long | big
short | little
thin | tiny
thick | small
wide | gigantic
round | huge
fat | giant
flat
crooked

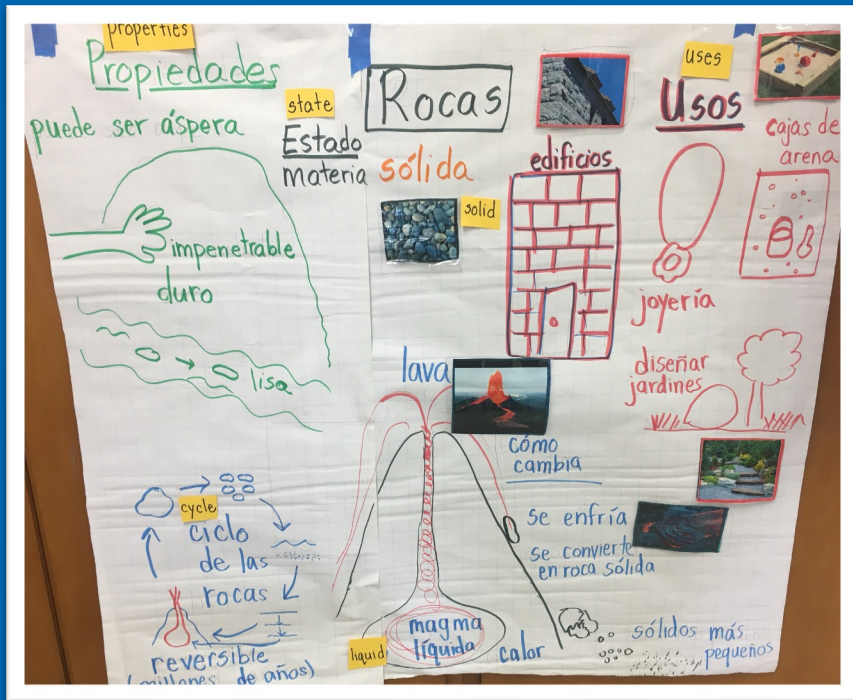
taste texture
spicy crunchy
hot hard
sour creamy
savory soft
sweet cold
salty freezing
oily hot
mushy



microscopic minuscule tiny little small

In ELD time take it into English

Seeing it in Action



Segundo
grado
Tema:
Materia



2nd Grade Example

NGSS: 2-PS1-1

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

Language Function

Description and Classification

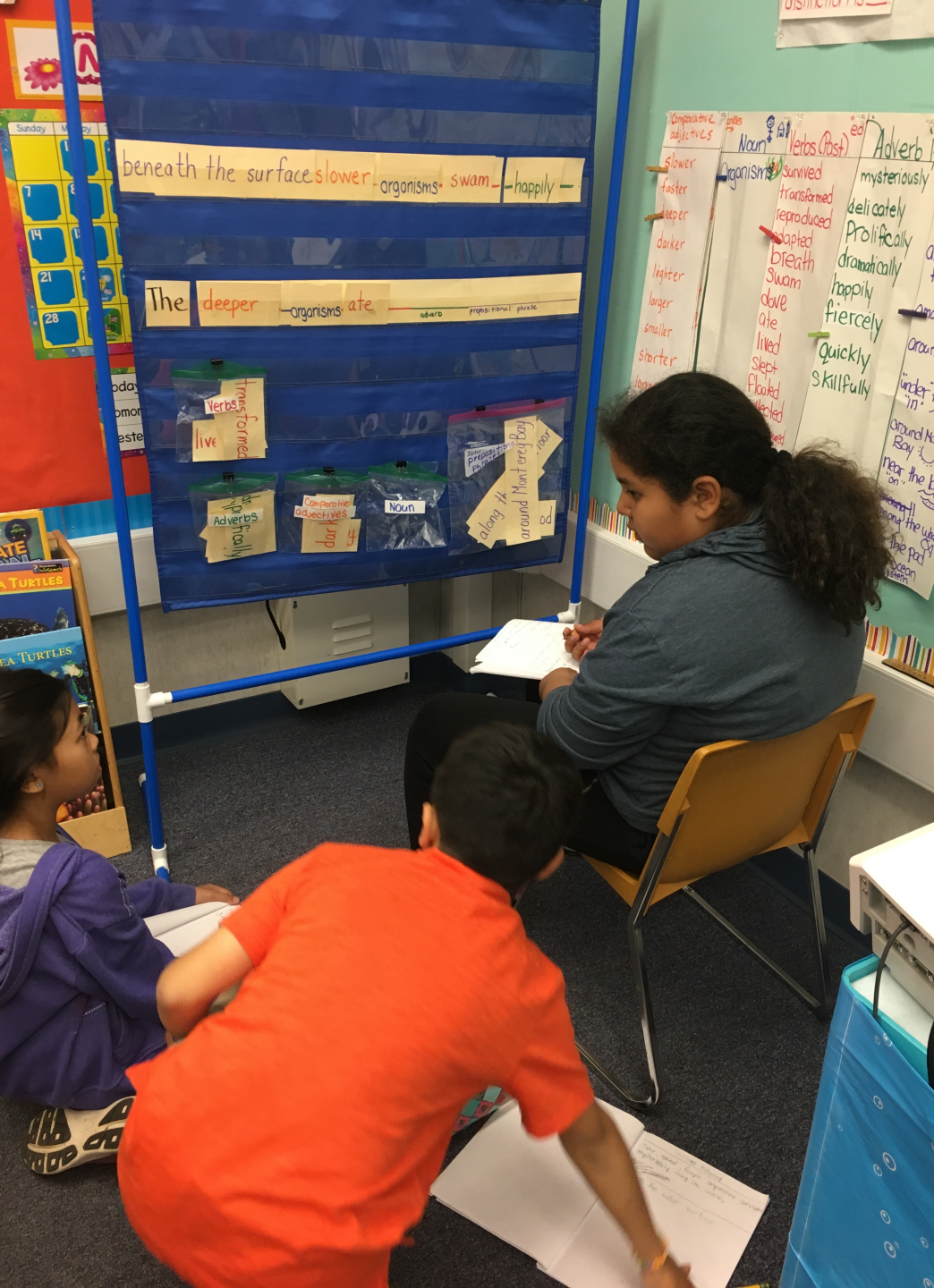
Leading to Performance Task

Students will use descriptive language to write an informational paragraph in Spanish about one material. They will include descriptions of its state of matter, observable properties, how it changes, and its uses.



Think Pair Share

**Share a question or ah-ha
about the role of the language
functions in a bilingual
classroom**



ELD in Dual Language Classrooms

Scaffolding Language

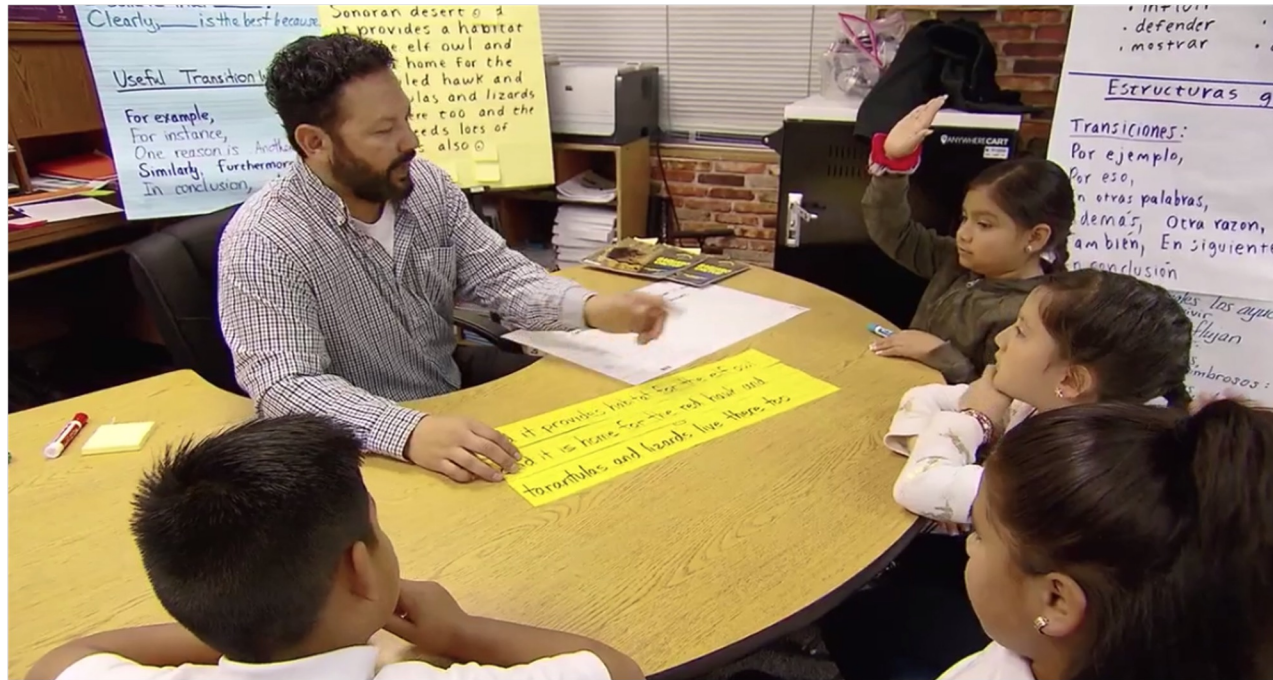
**Dynamic relationship between Spanish Instruction,
Integrated ELD, and Designated ELD**

*Integrated
Spanish*

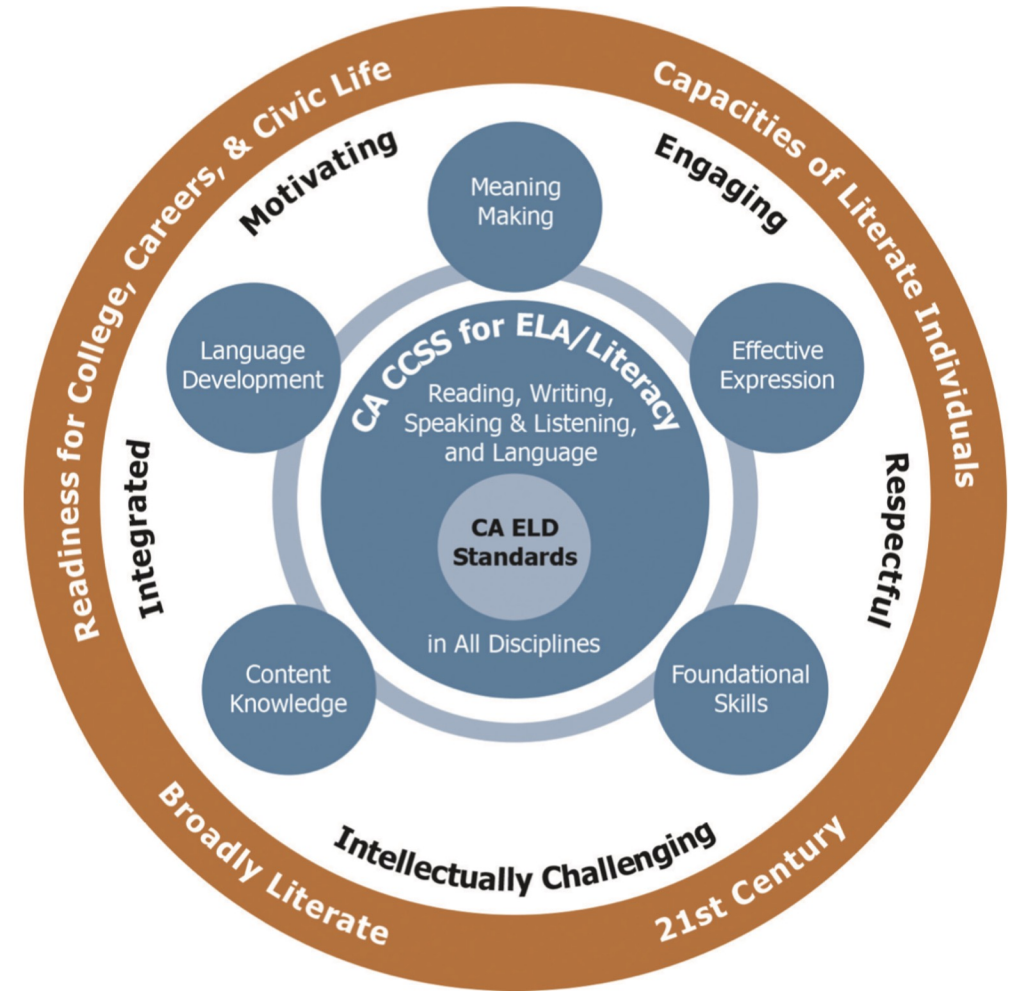
Integrated
ELD

Designated
ELD

1. ELD is an Equity Issue



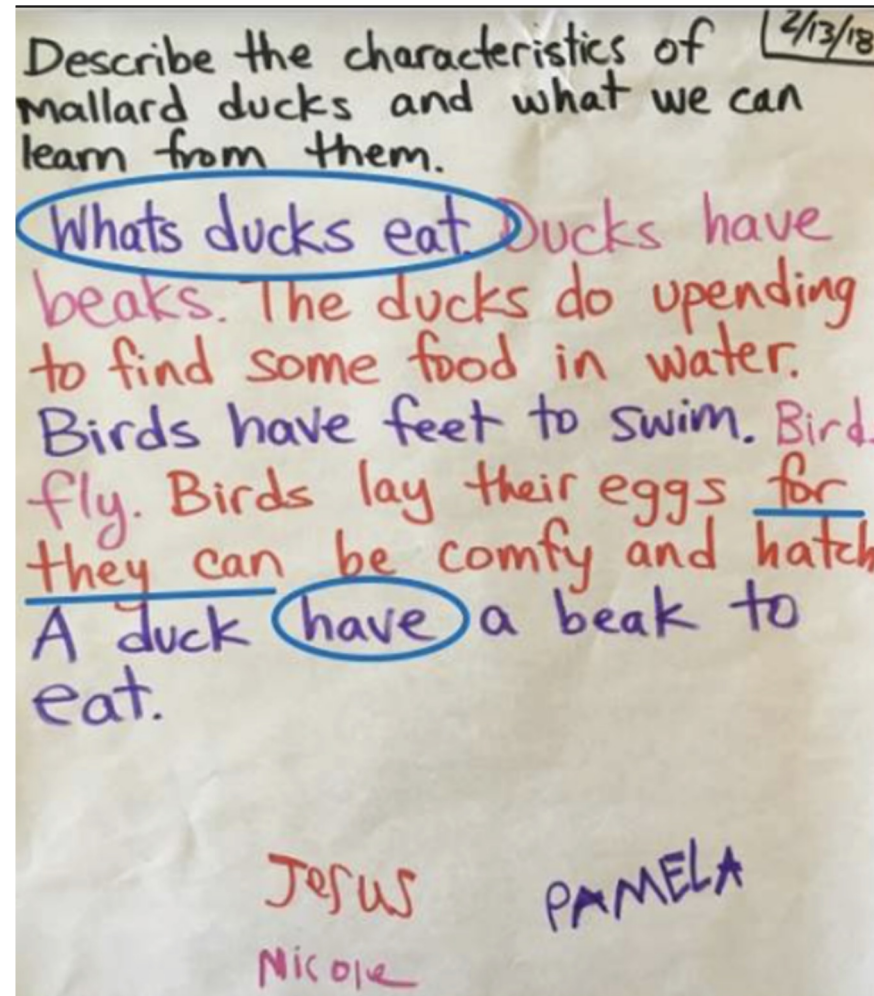
2. Engaging, Motivating, Integrated, Respectful and Intellectually Challenging



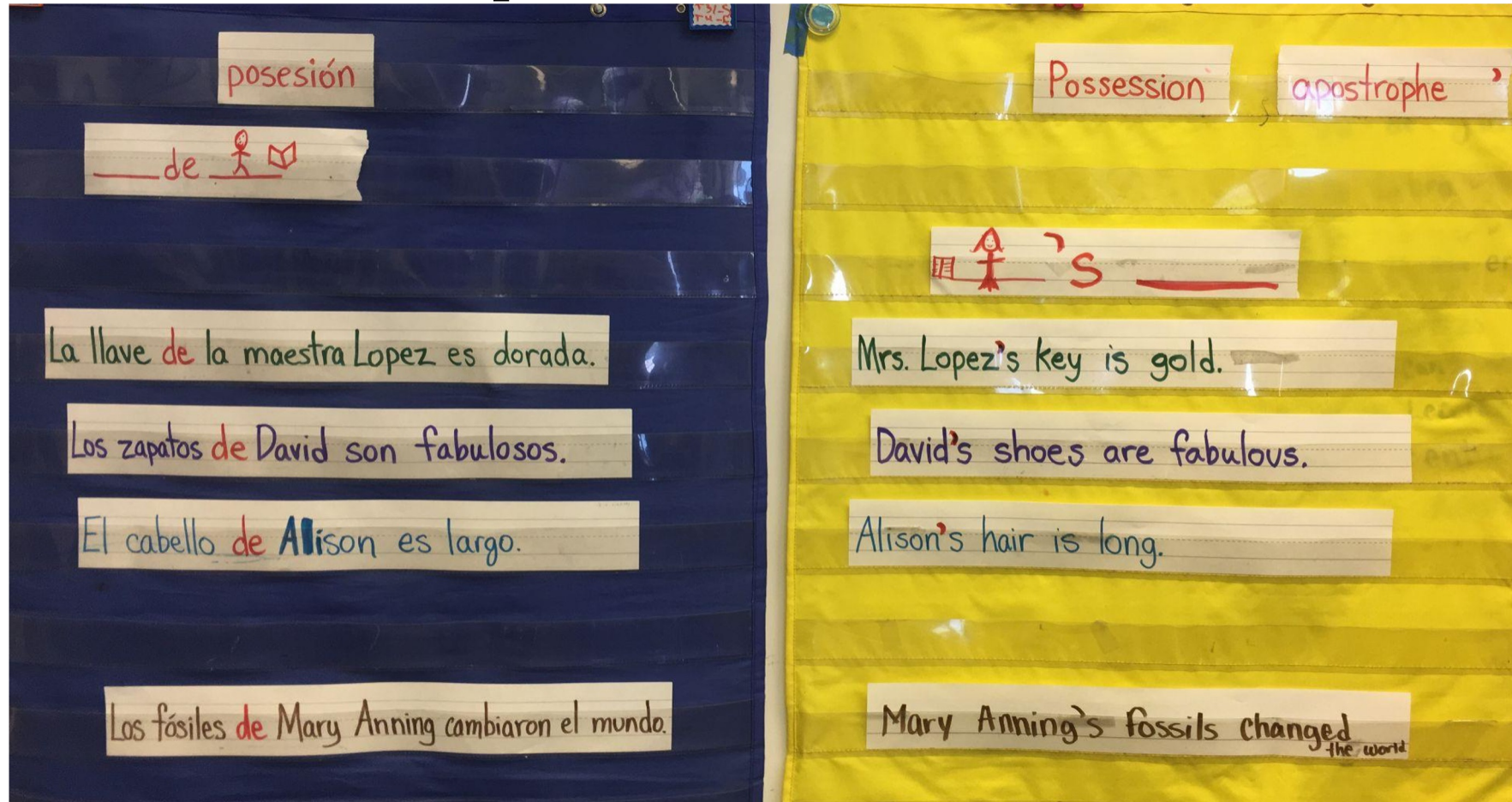
3. Prepares students for English times of day and content



4. Responds to Students' Needs



5. Builds upon LOTE



The Role of Cross Language Connections and Transfer

Español	English
La nieve ☁***	<u>The</u> snow ☁***
La lluvia ☁!!!	<u>The</u> rain ☁!!!
El sol ☀	<u>The</u> sun ☀
El viento 🌀	<u>The</u> wind 🌀



“Effective biliteracy instruction and pedagogy involve the strategic and inter-related use of two languages. Bilingual teaching is not repeating the same thing in two languages; rather, biliterate pedagogies provide intentional opportunities for students to make cross-language and cross-cultural connections.”

-Escamilla, Olsen, Slavick 2022

THE SEPARATE UNDERLYING PROFICIENCY (SUP) MODEL OF BILINGUAL PROFICIENCY

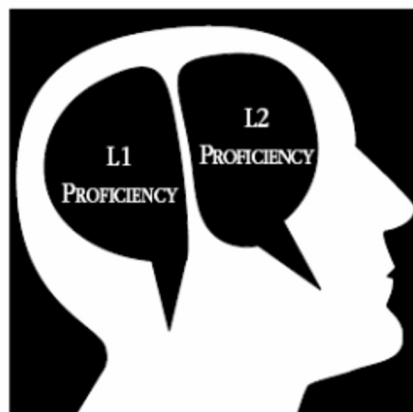


Figure 1.
The Separate Underlying Proficiency Model

THE COMMON UNDERLYING PROFICIENCY (CUP) MODEL OF BILINGUAL PROFICIENCY

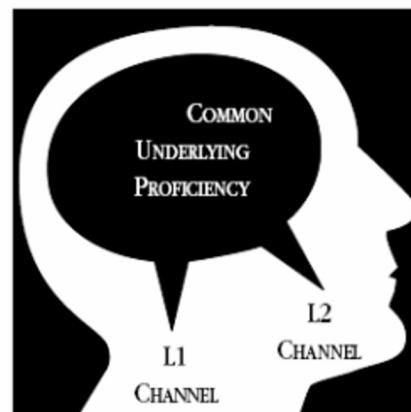
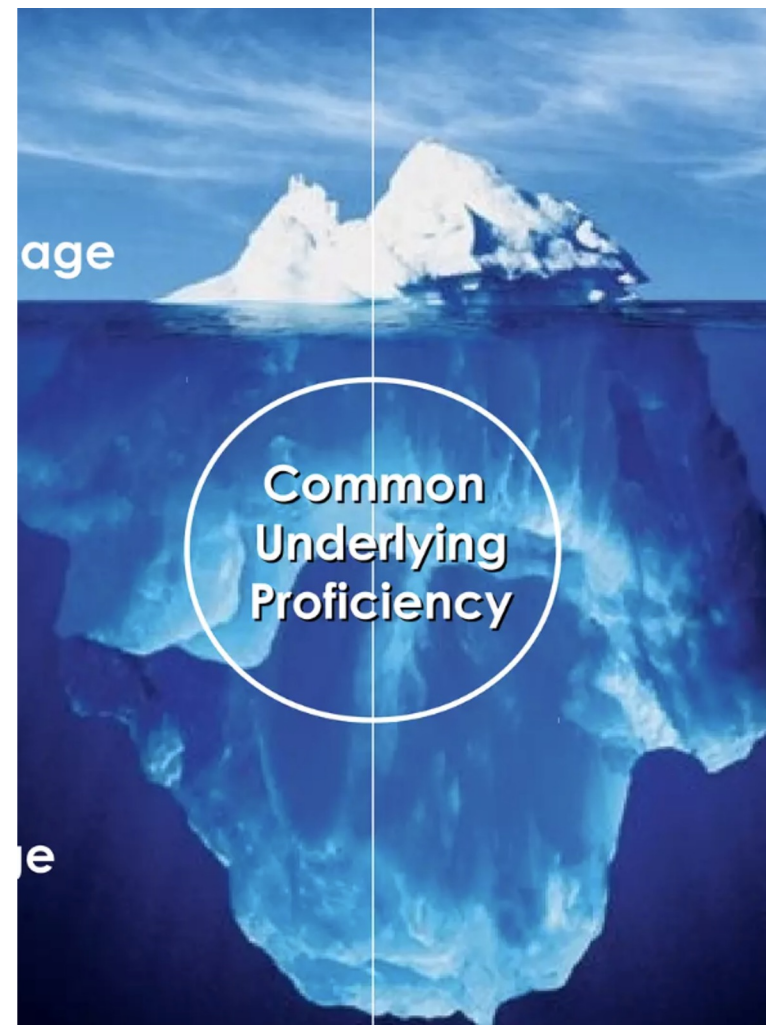
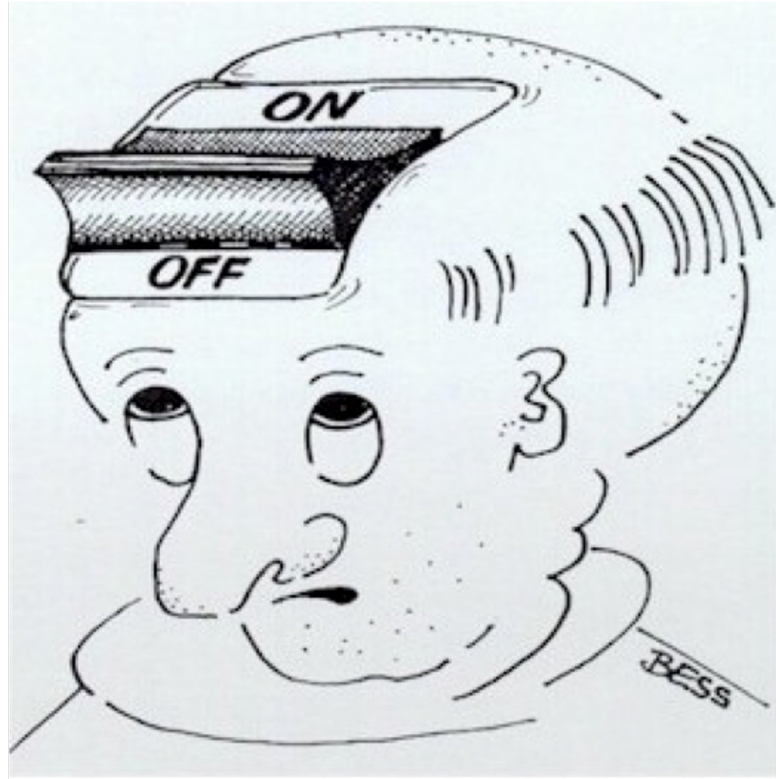


Figure 2.
The Common Underlying Proficiency Model



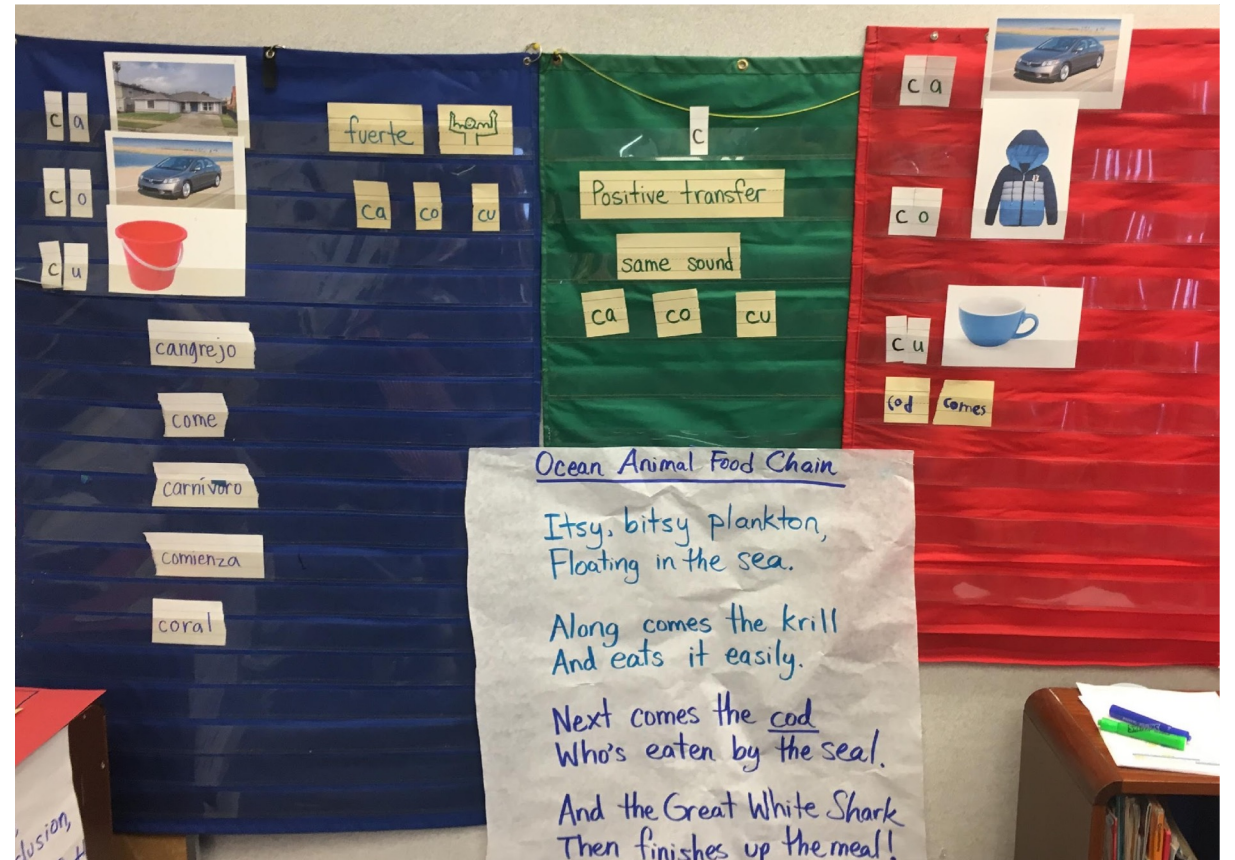
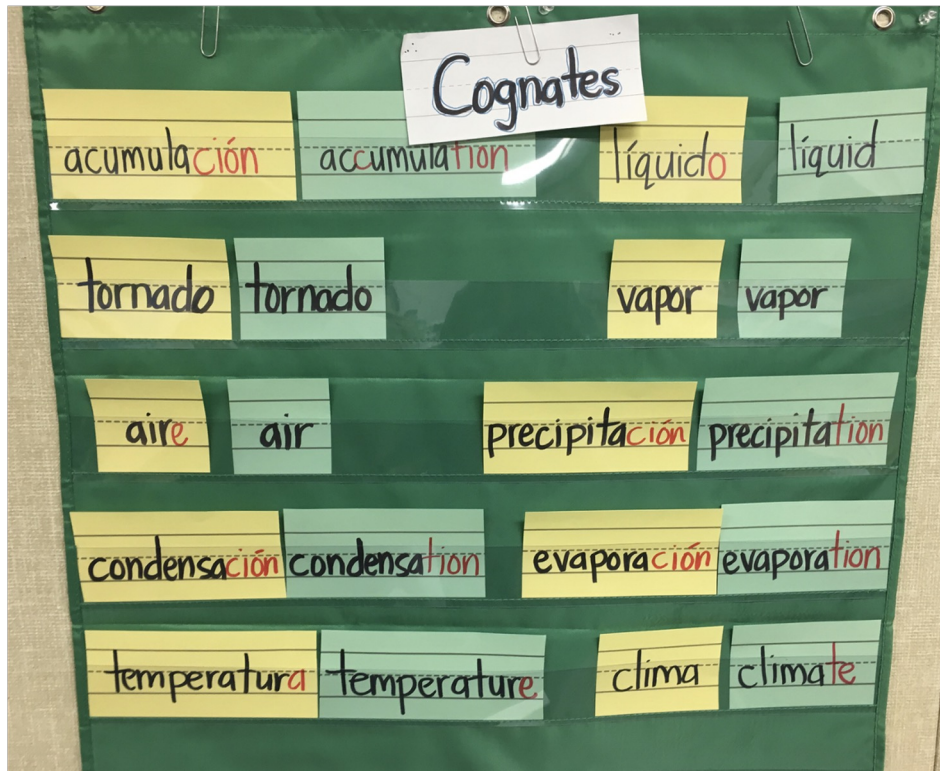
~~Strict~~ Strategic Language Separation



Positive Transfer

Skill works the same or similarly in both languages

Example: Cognates



Negative Transfer

Skills work differently across languages

Example: False cognates

The image shows two vertical panels. The left panel has a dark blue background and the right panel has a yellow background. Both panels compare Spanish and English sentences. In Spanish, 'de' is used for possession, while in English, an apostrophe and 's' are used. The Spanish sentences are: 'La llave de la maestra Lopez es dorada.', 'Los zapatos de David son fabulosos.', 'El cabello de Alison es largo.', and 'Los fósiles de Mary Anning cambiaron el mundo.' The English sentences are: 'Mrs. Lopez's key is gold.', 'David's shoes are fabulous.', 'Alison's hair is long.', and 'Mary Anning's fossils changed the world.' Labels at the top of each panel indicate 'posesión' for Spanish and 'Possession' and 'apostrophe' for English.

Spanish	English
La llave de la maestra Lopez es dorada.	Mrs. Lopez's key is gold.
Los zapatos de David son fabulosos.	David's shoes are fabulous.
El cabello de Alison es largo.	Alison's hair is long.
Los fósiles de Mary Anning cambiaron el mundo.	Mary Anning's fossils changed the world.



Dime



Díme

Zero transfer –

Occurs in one language but not in the other

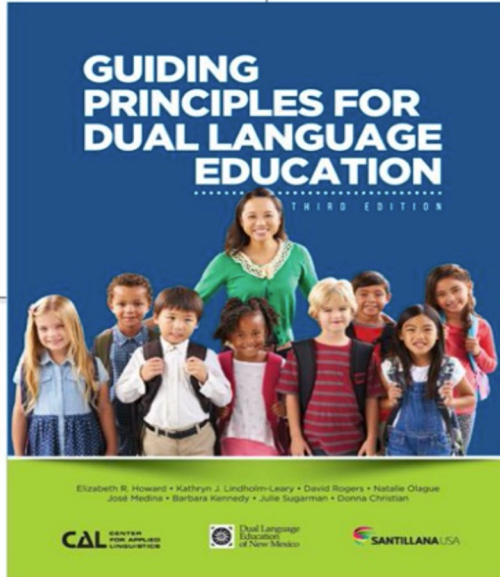
Example: the “th” sound in English

Ñ ñ
piñata

Key Point E

Instruction leverages students' bilingualism by strategically incorporating cross-linguistic strategies.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
Teachers rarely create targeted and purposeful opportunities to foster cross-linguistic connections through strategies such as cognate awareness, bridging, and translanguaging.	Teachers sometimes create targeted and purposeful opportunities to foster cross-linguistic connections through strategies such as cognate awareness, bridging, and translanguaging.	Teachers consistently create targeted and purposeful opportunities to foster cross-linguistic connections through strategies such as cognate awareness, bridging, and translanguaging. These opportunities are strategically planned in advance to further program goals and instructional objectives, and they are tailored to the needs of the student population.	Teachers consistently create targeted and purposeful opportunities to foster cross-linguistic connections through strategies such as cognate awareness, bridging, and translanguaging. These opportunities are strategically planned in advance to further program goals and instructional objectives, and they are tailored to the needs of the student population. Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the use of cross-linguistic instructional strategies.



Instruction that leverages student's bilingualism by strategically incorporating cross-linguistic strategies



In groups of 2-3, please share:



- What stood out to you in the video?
- What benefits can you see from cross language connections?

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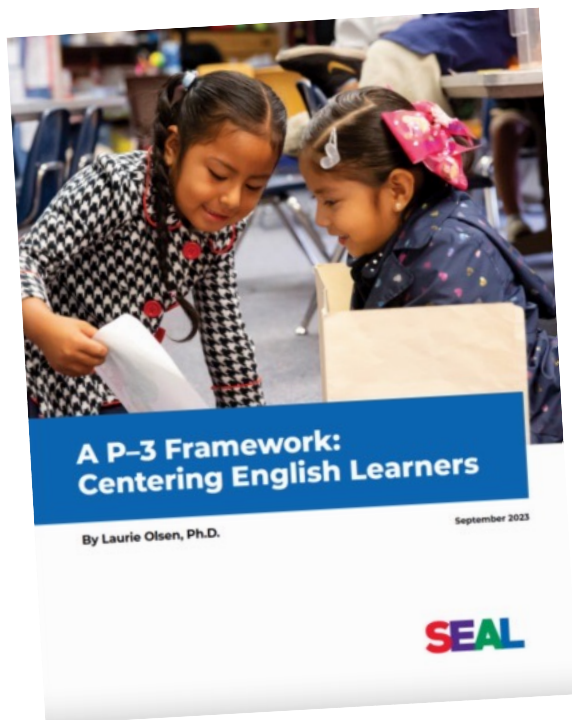


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Questions?





A Feeling I experienced



An idea I had...



An action I will take...





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