



Designated and Integrated ELD: Using Language Functions as a Bridge

SEAL

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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 Designated ELD occurs within the context of a thematic unit in Spanish



Consider implications for planning Designated ELD within a thematic context



SEAL

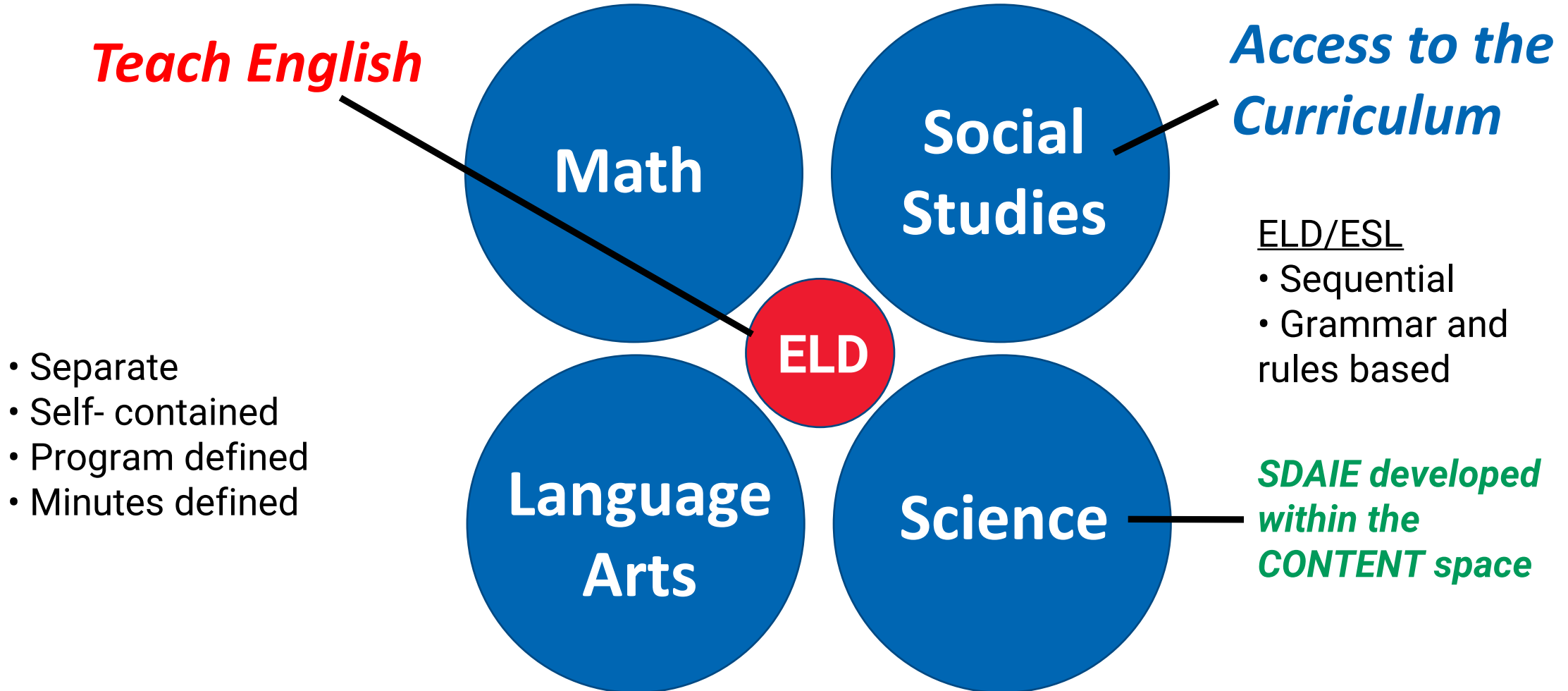
Replicated in 102 CA schools, 20 districts, 10 counties; piloted from 2008-2013

PreK-5 Model: language integrated with content, language intentional strategies, professional development, teacher collaboration and systems change

Goals: ELL at center, mastery of grade level standards, ownership of literacy, biliteracy wherever possible, joyful learning

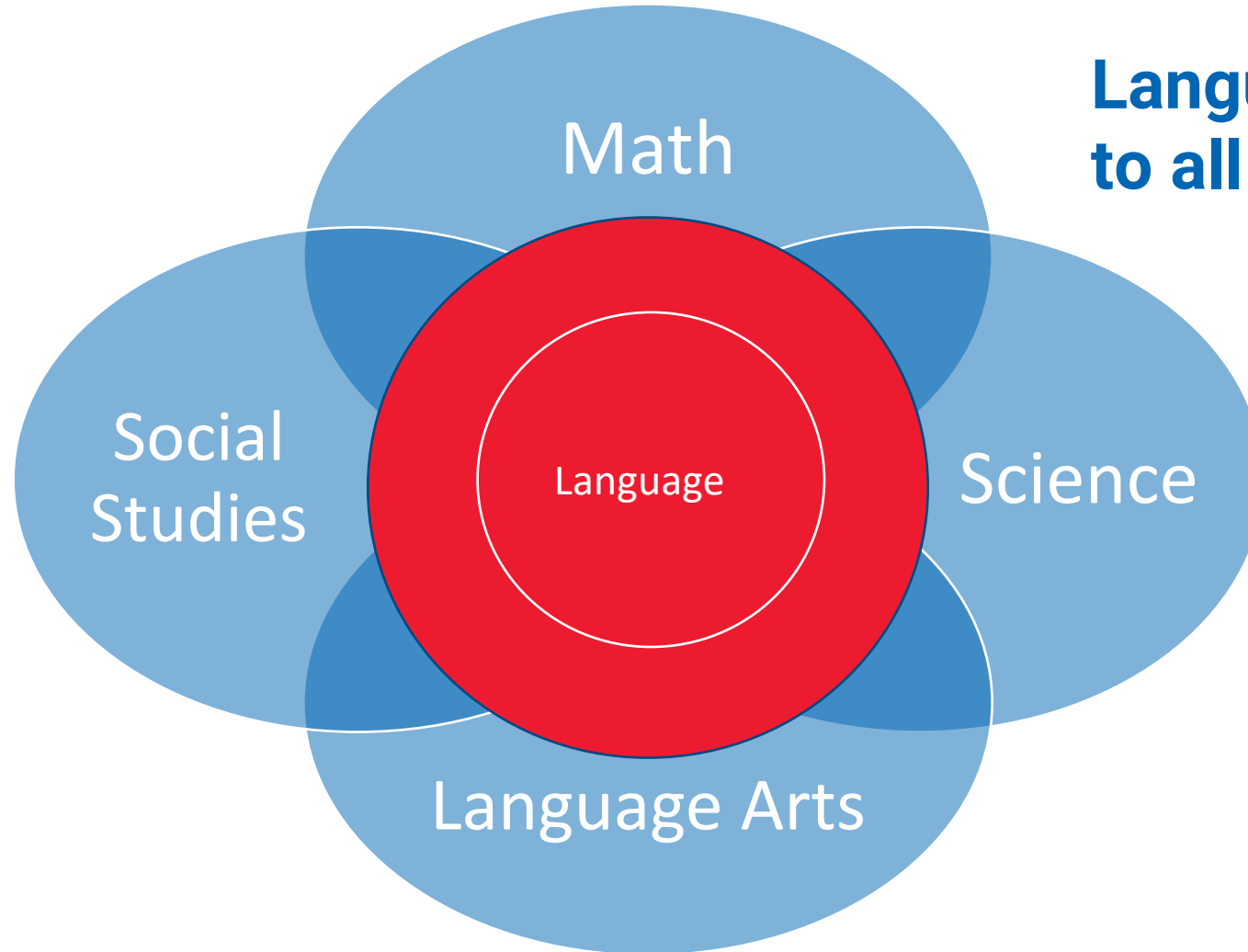


How CA was doing ELD and Content



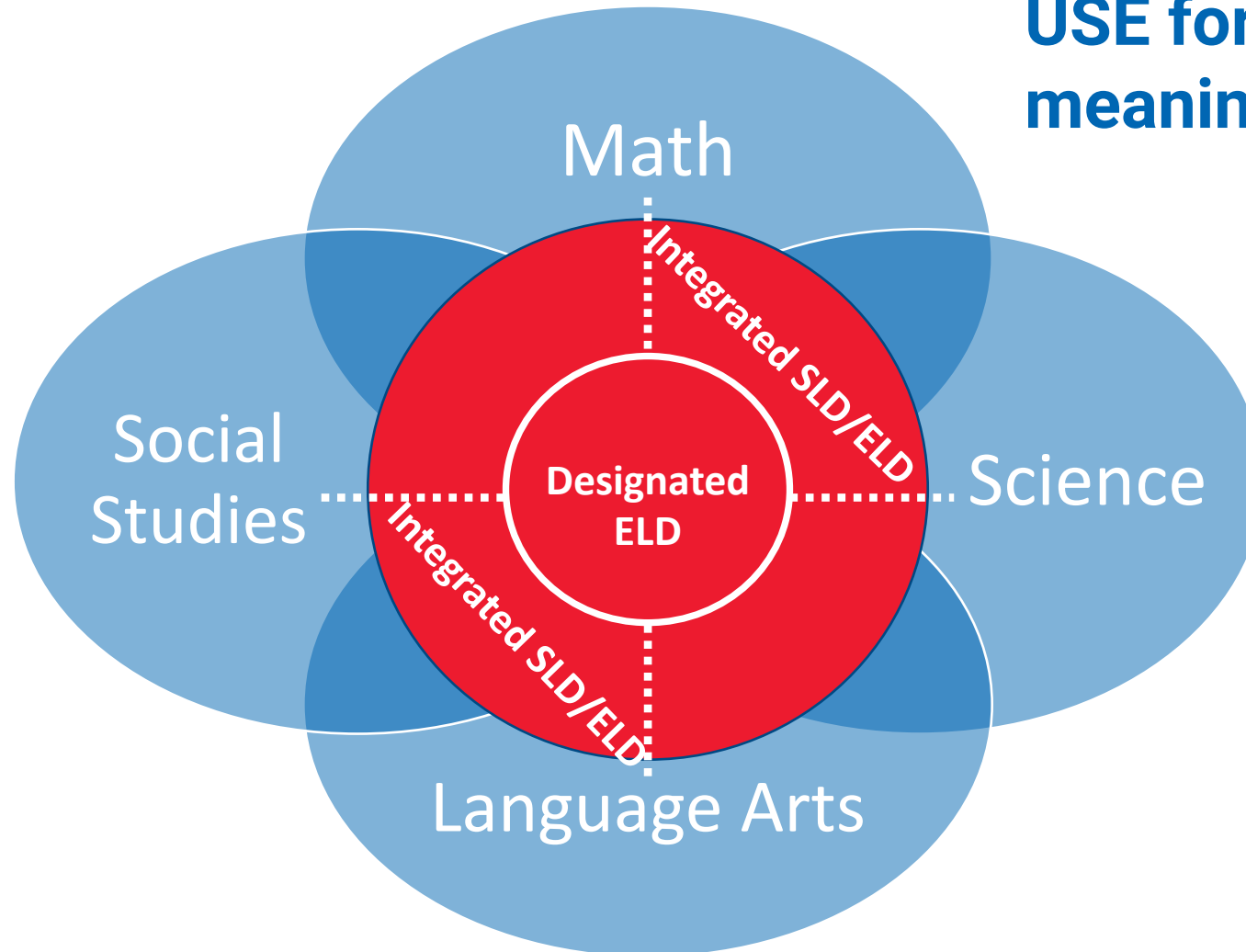
2010 Common Core ELA adopted

Language is central
to all academic areas



Content Based D-ELD

Emphasis on language
USE for participation and
meaning making



** Per new CA ELD Standards
and ELA/ELD Framework*



Think Pair Share

- How is this **similar or different** from what you are currently doing for ELD at your site?
- How do teachers **make decisions** about what to teach during ELD?
- How are they **integrating** ELD with ELA or SLA content?

Three Components that ELs Need

Access to Content

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

*SLD and
Integrated ELD*

The Language to Participate

To process
content and tasks

Designated ELD

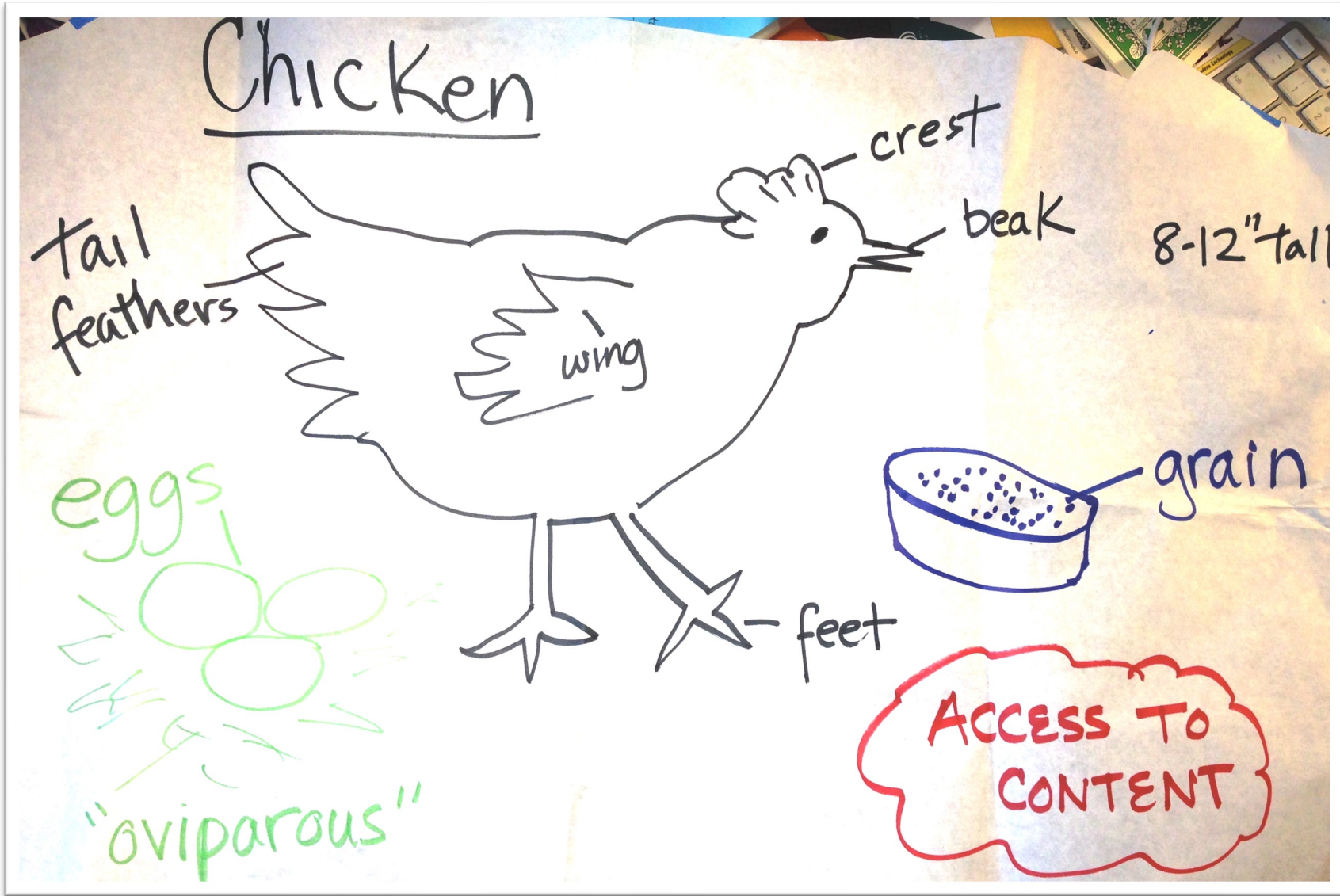
Teach English

To understand how
English works

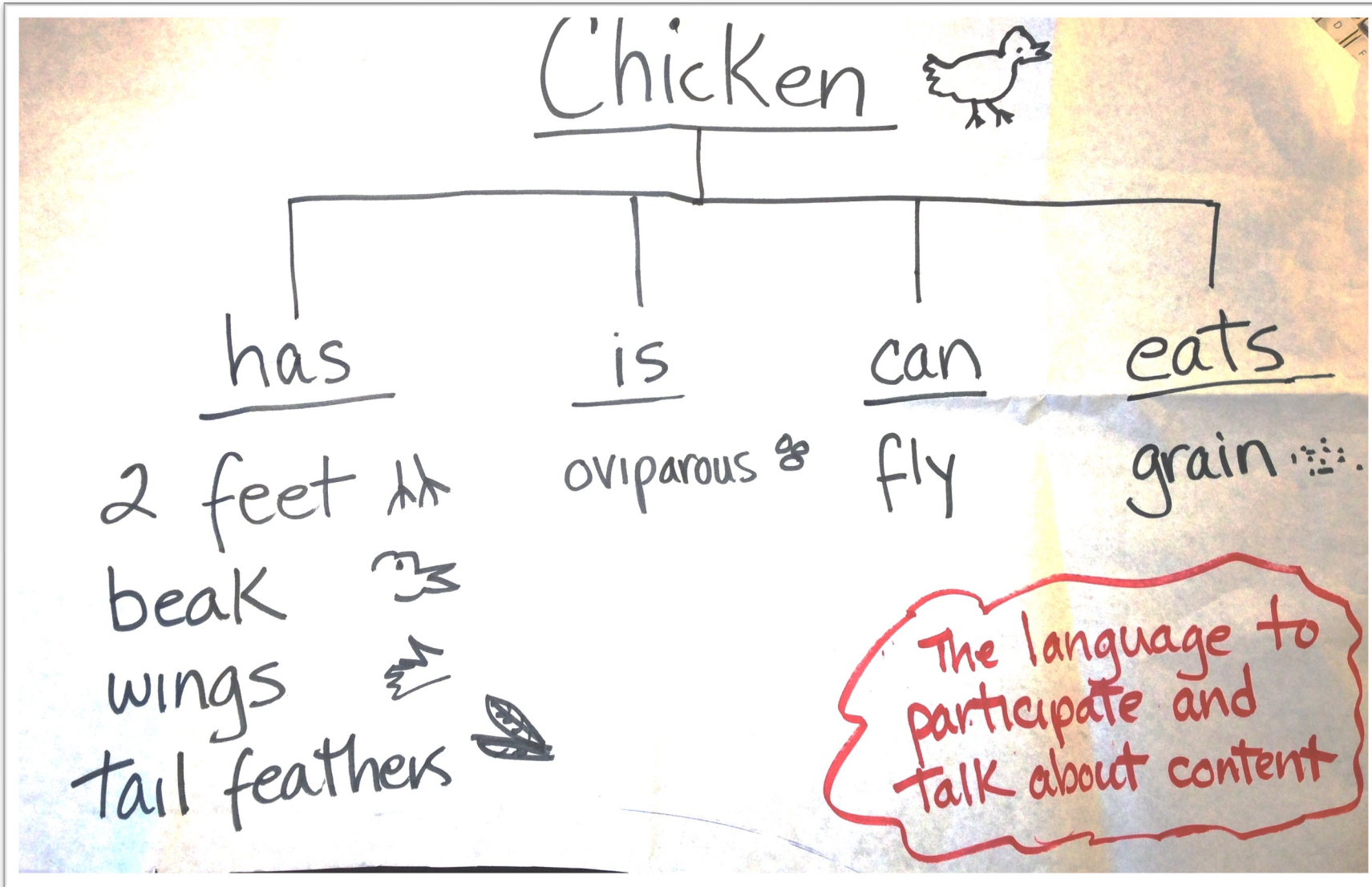
Comprehension

Interaction &
Participation

Language Study



Access to Content



Language to Participate and Talk About Content

(1) Singular



A chicken

has
is
can
eats
lays

plural (2+)

A 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

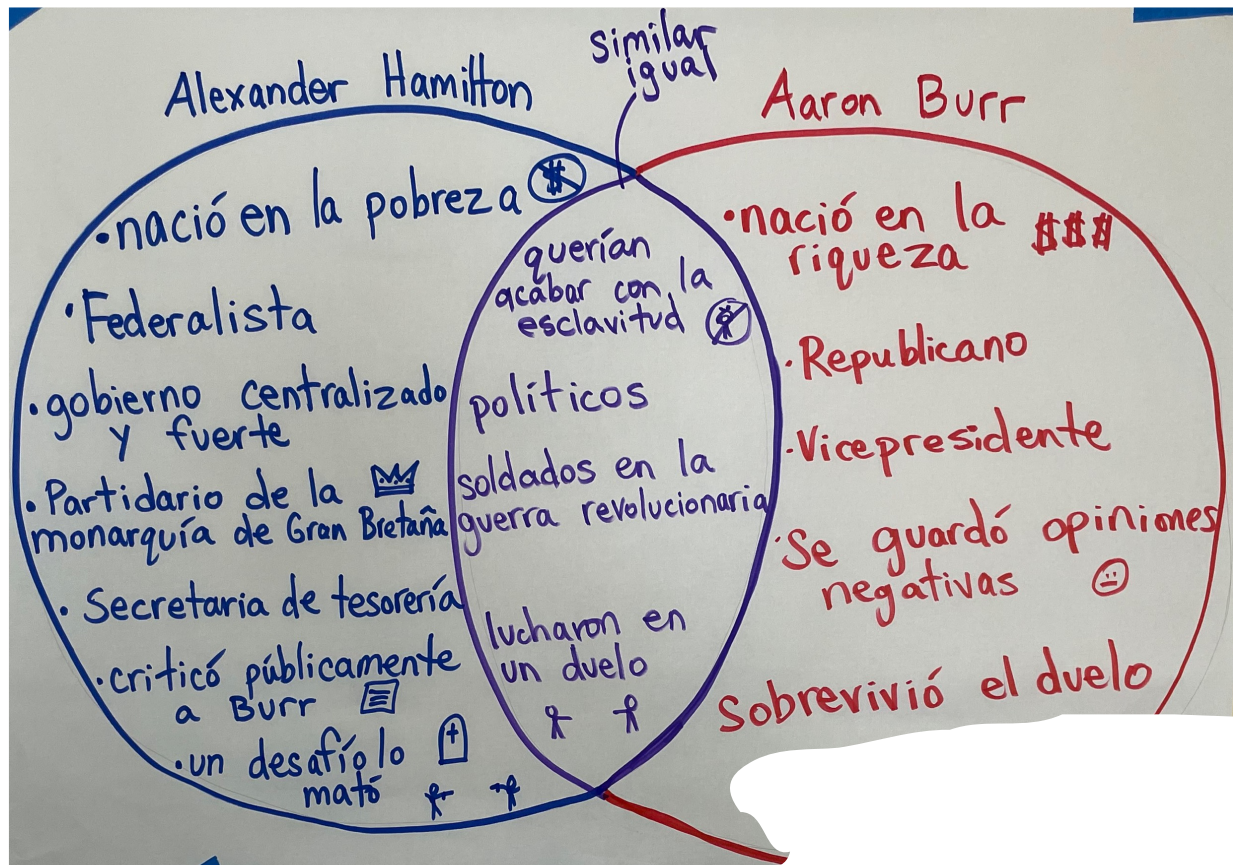
- Description
- Compare/contrast
- Sequence
- Cause and Effect
- Opinion/Persuasion
- Categories, classification
- Quantification

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 (*think ELD Standards Part II: How English Works*)
- 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

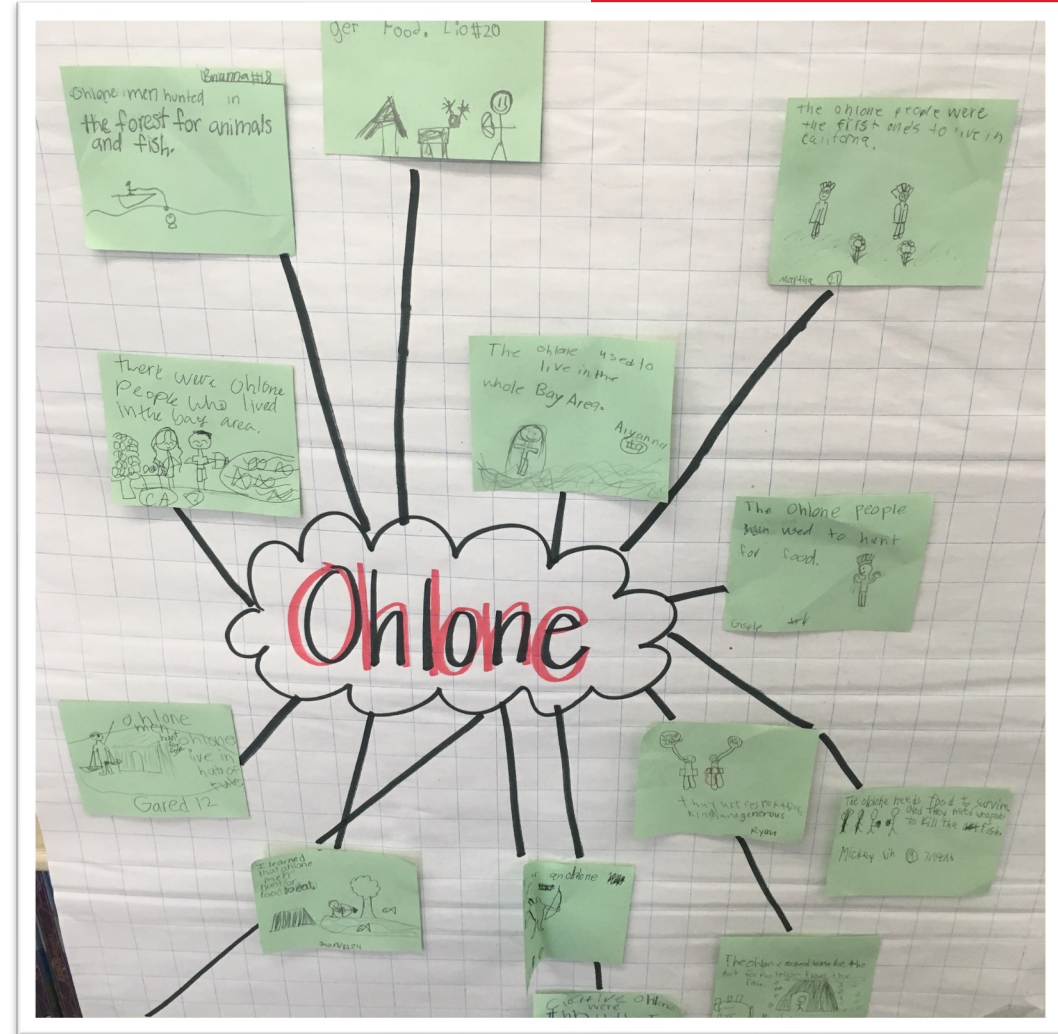
THE GRAPHIC ORGANIZERS

- Web (Bubble Chart)
- Tree Map
- T-Chart
- Categorical Matrix (single row)



An “Into” Web

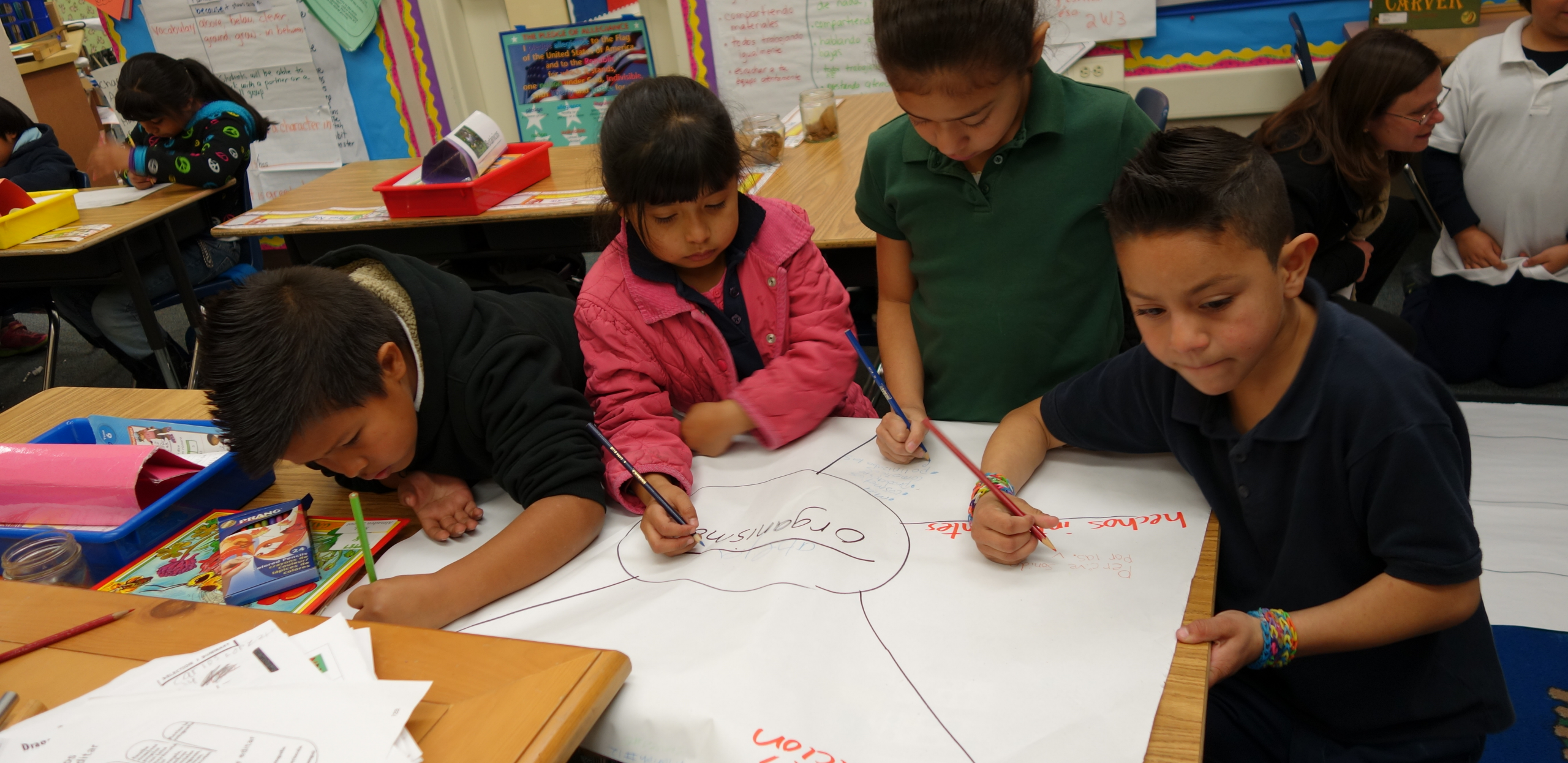
Start of Unit:
WHAT WE KNOW!
Brainstorm

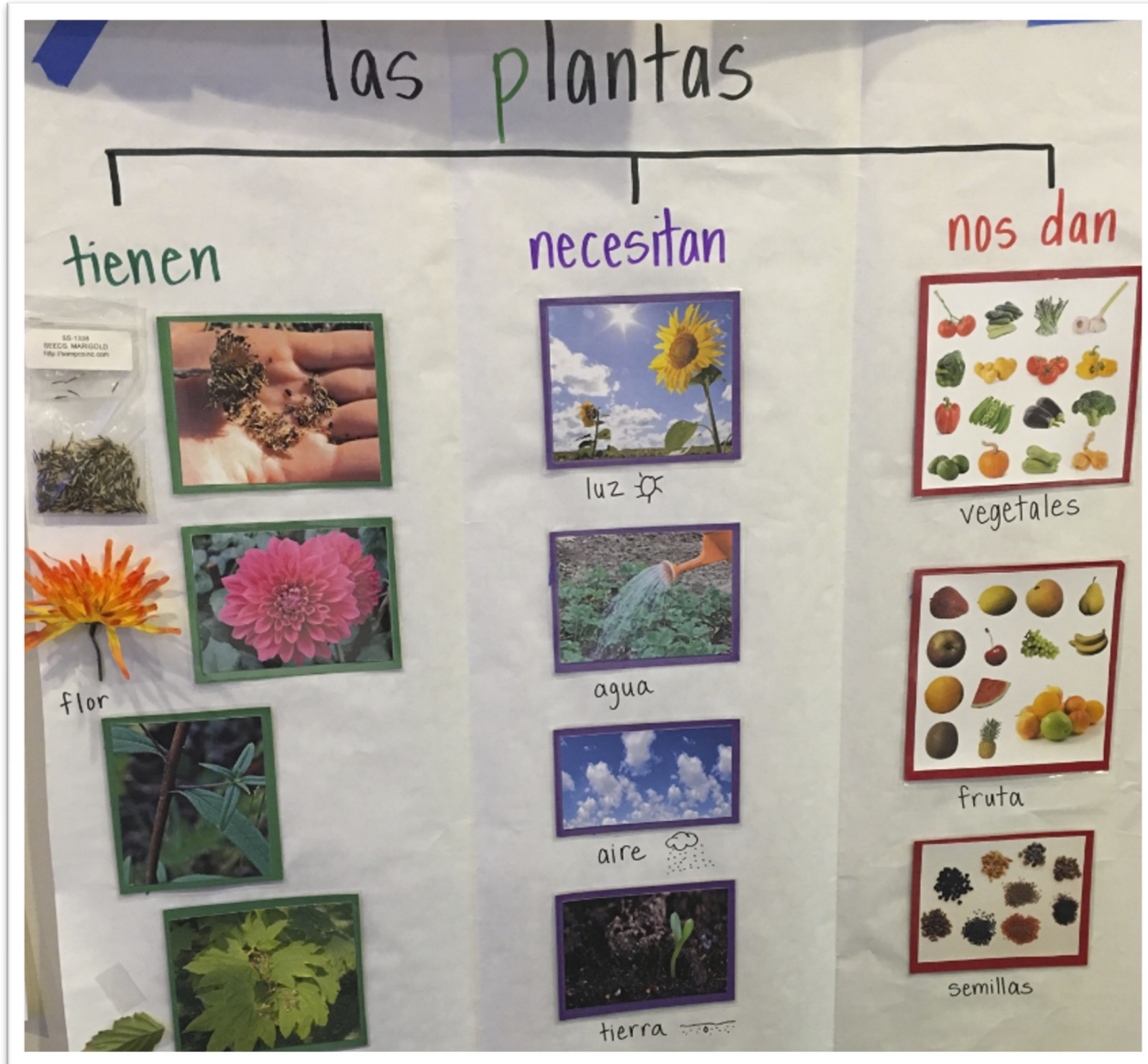




Una red sobre los animals de la granja

TK





Tree Map

TK

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





can


fly 

lay eggs 

build nests 


have

wings 
feathers 

beaks 

are

oviparous
warm-blooded

many sizes 
many colors 

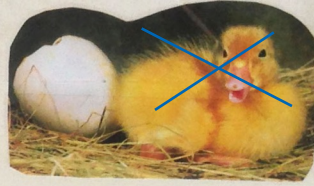
Tree Map

(plural noun)

1st grade



A Birds



can

has

have

is

are

fly

lay eggs

build nests

wings

feathers

beaks

oviparous

warm-blooded

many sizes

Tree Map

(singular noun)

1st grade

*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 like, 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

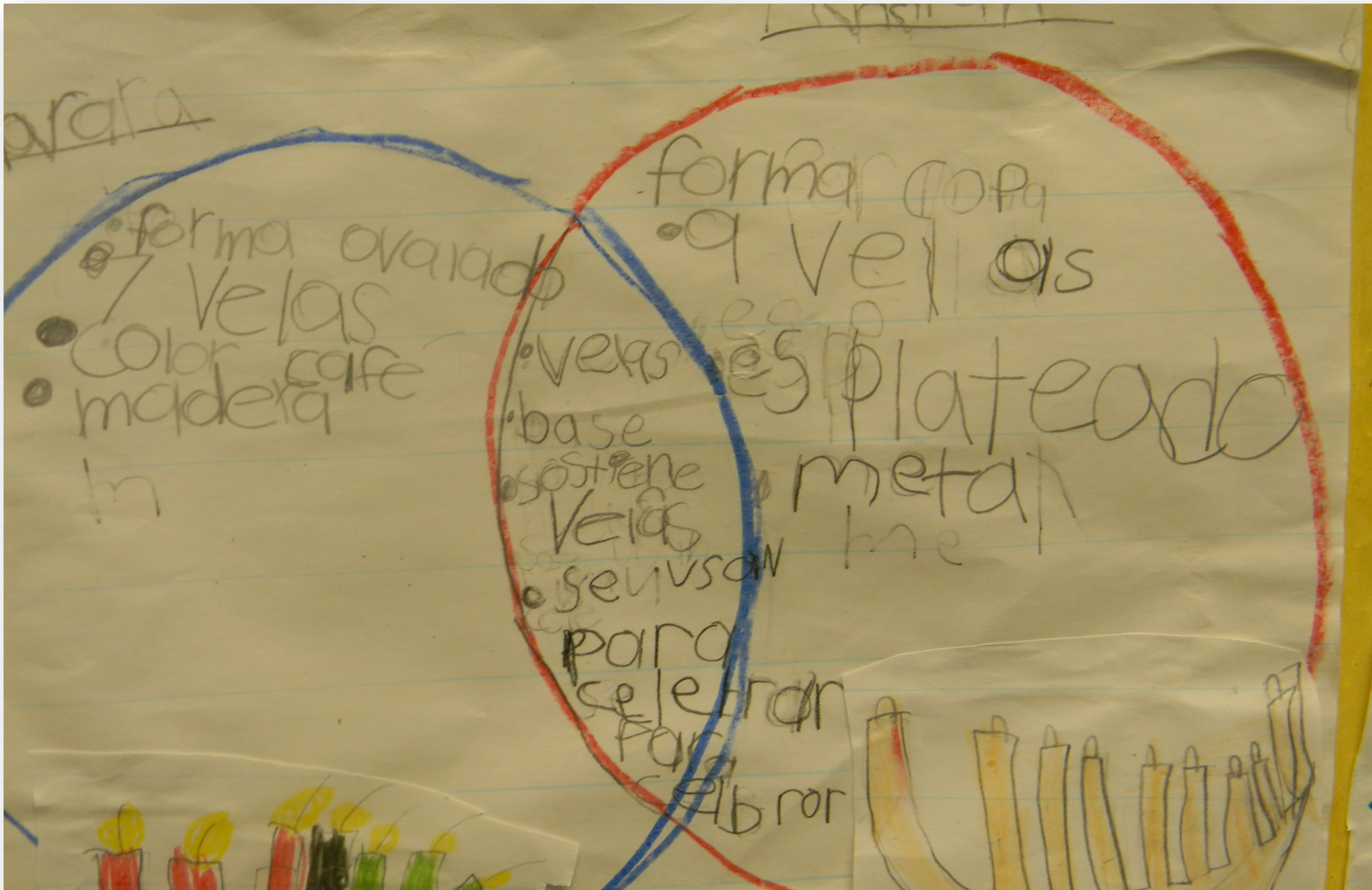
- Venn Diagram
- Categorical Matrix
- Double bubble (Thinking Maps)
- T-Chart

PURPOSES

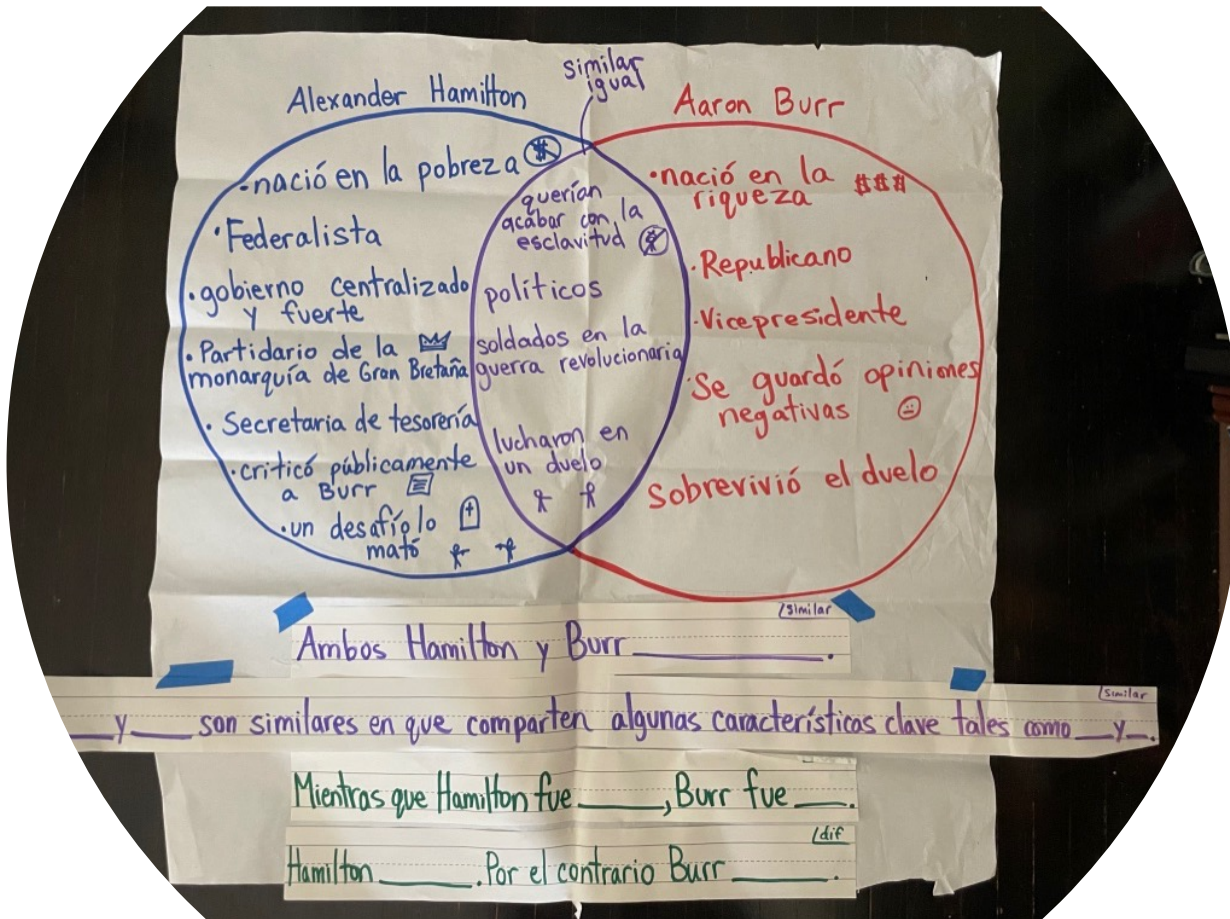
- Making decisions between two things
- Understanding how things are alike or different –distinguishing between things – clarifying



Compare & Contrast



Teach cognates and transfer explicitly



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

SEAL

Antes y ahora

Linea de tiempo

Pasado Pasado reciente Presente

escuela

Comunicación / teléfonos

ropa /

juguetes / diversión

El transporte

Transportation

los dos

Then

Antes pasado

Ahora presente

barco de vapor

Caballos y carretas

tren diesel-eléctrico

tranvía

Modelo T -carro

aviones más despacios y solo podían ir una distancia corta

barco

tren

carro

avión

-barro pesado

-tren de levitación magnética

-metro / BART

-carros eléctricos

-aviones rápidos y van alrededor del mundo

- más rápido

- más tecnología

Compare & Contrast

Venn Diagram

1st grade

















Antes _____ y ahora _____

En el pasado _____ en cambio en el presente _____

El pasado y el presente son el mismo porque _____

Pasado reciente

Ante pasado

Insecto	Habitat	Color	Lamaño	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

PreK/TK

TK Scaffolded Sentence Frames

Emerging:

- The ladybug and the dragonfly both are _____.
- The ladybug and the dragonfly are different because the ladybug has _____ but the dragonfly has _____.

Expanding:

- The ladybug is _____. By comparison, the dragonfly is _____.

Bridging:

- Whereas the ladybug is _____, the dragonfly is _____.

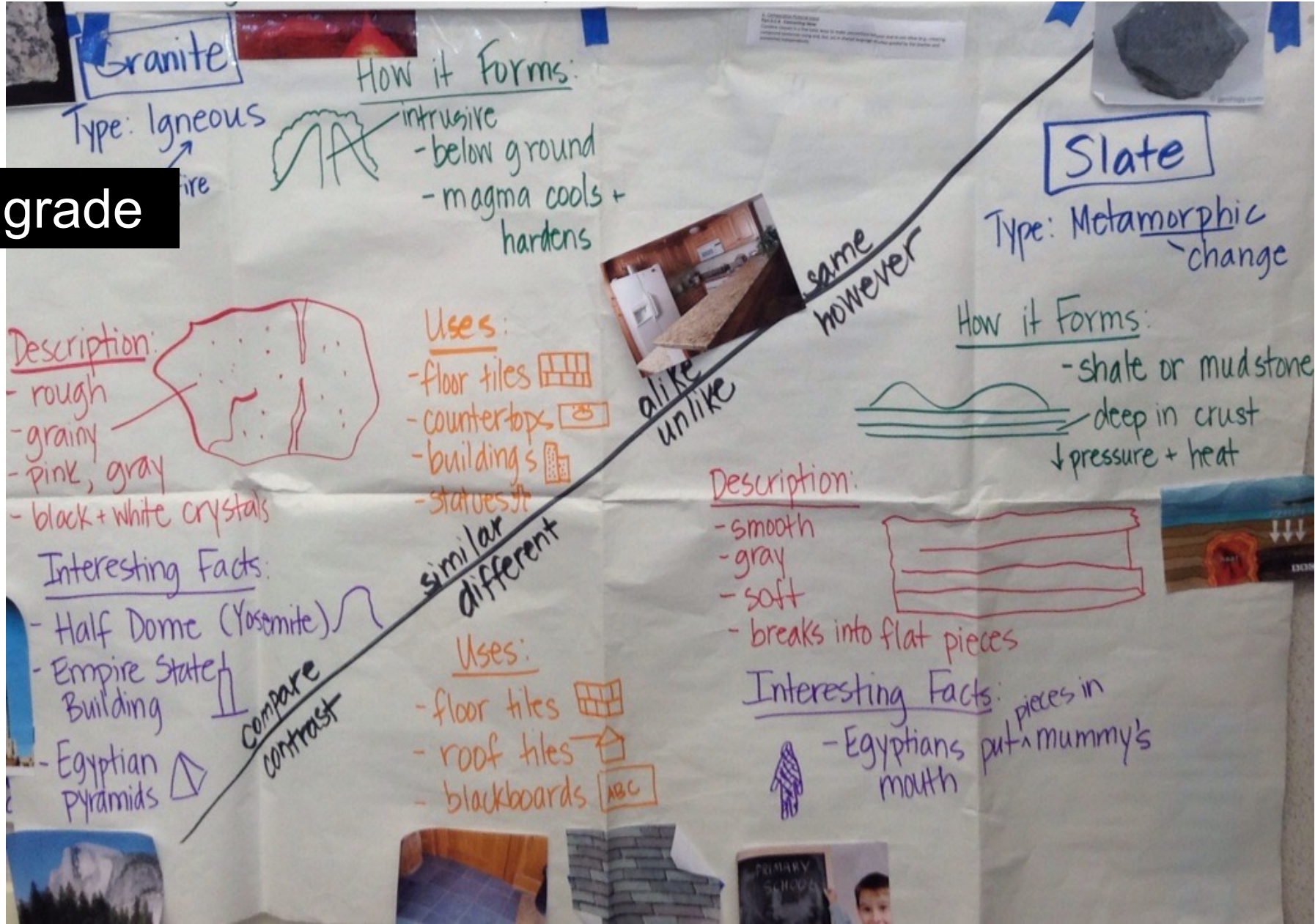
Let's try one: Geology...

2nd grade

Granite
Type: Igneous
How it Forms:
intrusive
- below ground
- magma cools + hardens
Uses:
- floor tiles
- countertops
- buildings
- statues
Description:
- rough
- grainy
- pink, gray
- black + white crystals
Interesting Facts:
- Half Dome (Yosemite)
- Empire State Building
- Egyptian Pyramids

Slate
Type: Metamorphic change
How it Forms:
- shale or mudstone
- deep in crust
- pressure + heat
Description:
- smooth
- gray
- soft
- breaks into flat pieces
Interesting Facts:
- Egyptians put pieces in mummy's mouth
Uses:
- floor tiles
- roof tiles
- blackboards

Compare contrast
similar different
alike unlike
same however



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 and Designated ELD

Descripción (Description)

Propósito

Decir en palabras todas las características o cualidades de algo o alguien.

Purpose

To tell in words all the important characteristics of something or someone.

Marcos de oraciones

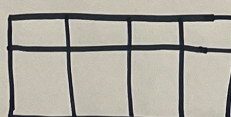
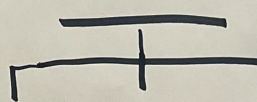
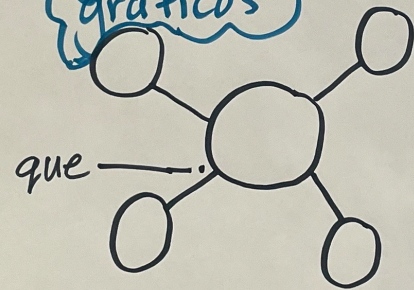
El/La _____ es _____.

Una característica de _____ es que _____.

_____ contiene/consiste de _____, _____ y _____.

_____ y _____ son atributos de _____.

Organizadores gráficos



Graphic organizers

Sentence Frames

The _____ is and _____.
One feature of _____ is that it is _____.

_____ contains/consists of _____, _____, and _____.

_____ and _____ are attributes of _____.

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
No escuché	Estoy escuchando	escucharé

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

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 que nos sirve?
 Para comprender bien claro
 como es una cosa o una persona.

Describir
 (with icons: eyes, ears, hands, heart, feet)

El ___ es ___
 La ___ es ___

El ___ tiene ___
 La ___ tiene ___

Una característica de ___ es que es ___

El ___ es ___ tiene ___, ___ y ___
Sustantivo

Podemos escribir símiles

El ___ un ___
 La ___ es como una ___
Sustantivo Adjetivo 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

Organizadores gráficos

Diagrama de leche (leche):
 - Líquidos
 - Blanca
 - Fluye
 - Mantente
 - Leche sale de uddes
 - Leche se usa para hacer queso
 - Leche se usa para hacer helado

Organizador gráfico con estructura:
 es tiene puede

ENGLISH We can use descriptive language.

Soft smooth furry woolly bumpy rough spiky

large big giant enormous ginormous



microscopic minuscule tiny little small

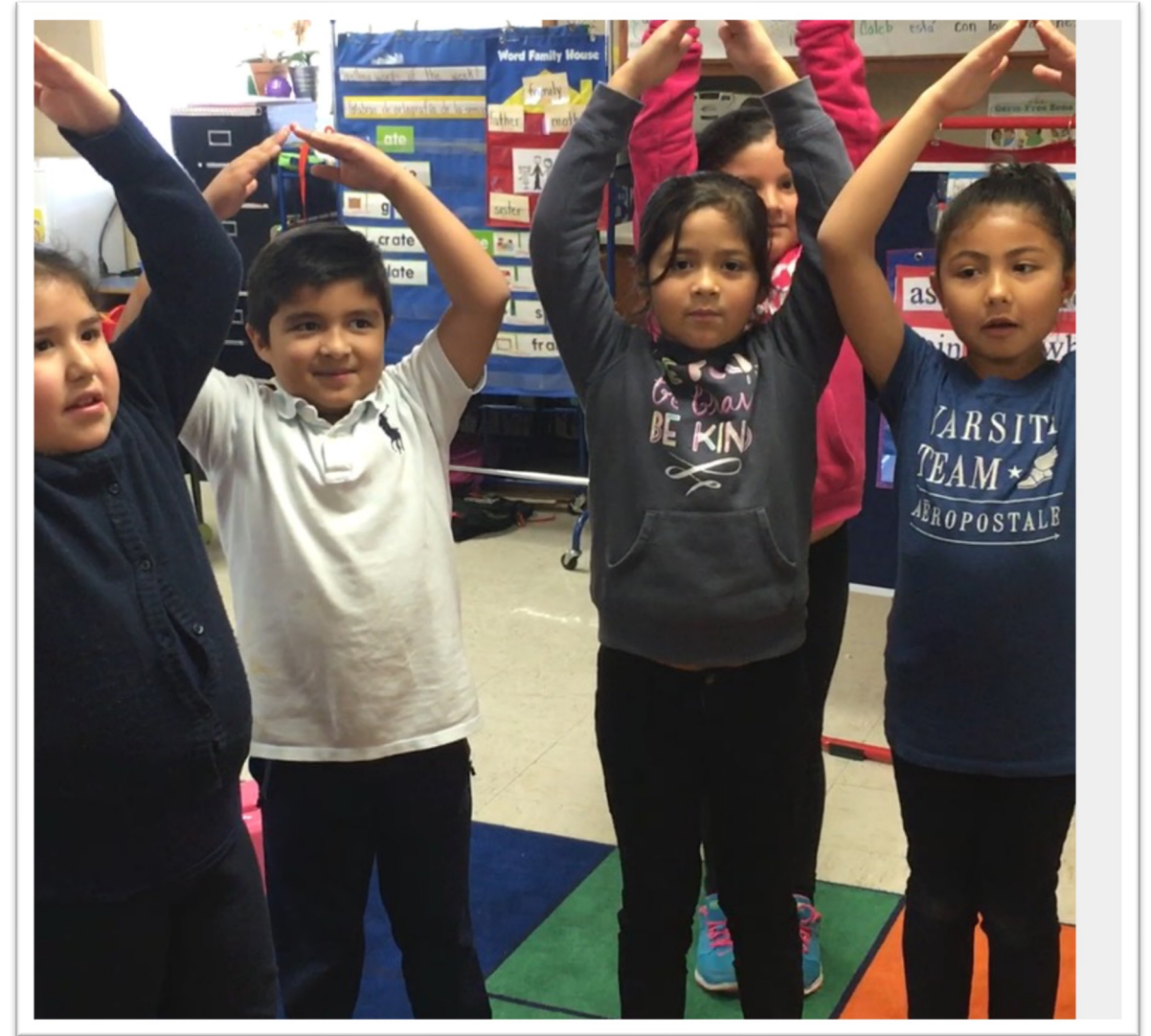
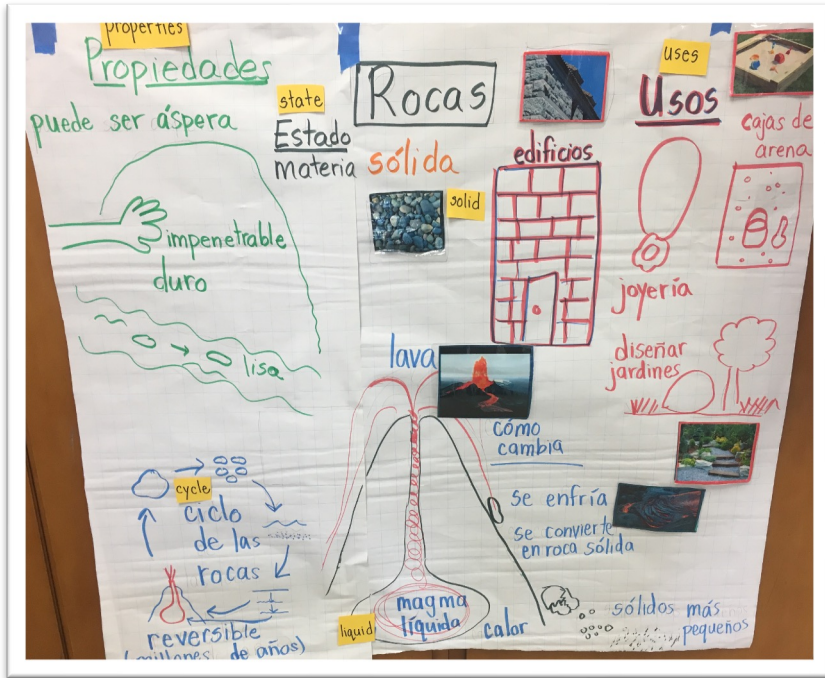
Adjectives are describing words.

texture (how something feels)	size or shape (how something looks)
soft	long big
sticky	short little
bumpy	thin tiny
curvy	thick small
oily	wide gigantic
mushy	round huge
creamy	fat giant
	flat
	crooked

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

In ELD time take it into English

Second Grade: Materia



2nd Grade Example

NGSS: 2-PS1-1

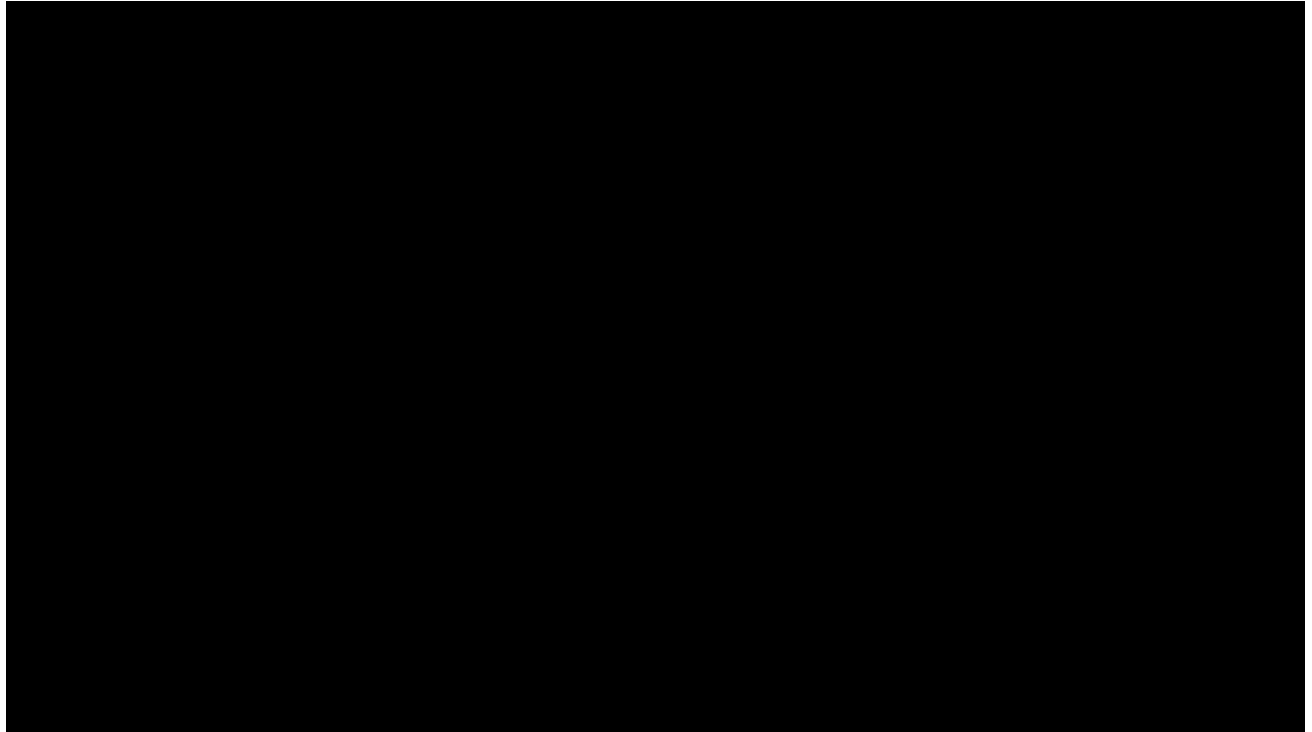
Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

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.



Designated ELD in Dual Language Classrooms

From the Framework

- Intellectual Quality
- Academic English Focus
- Extended Language Interaction
- Focus on Meaning
- Focus on Forms
- Planned and Sequenced Events
- Scaffolding
- Clear Lesson Objectives
- Corrective Feedback
- Formative Assessment Practices

Scaffolding Language in a Bilingual Classroom

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

Integrated Spanish



Integrated
ELD

Designated
ELD

What Does It Look Like?

“to prepare for”	“in response to”	cross language connections
work in Integrated ELD	needs arising for the students during Integrated ELD	Strategic instruction in the similarities and differences

posesión

___ de  

La llave de la maestra Lopez es dorada.


Los zapatos de David son fabulosos.

El cabello de Alison es largo.

Los fósiles de Mary Anning cambiaron el mundo.

Possession

apostrophe

 's

Mrs. Lopez's key is gold.

David's shoes are fabulous.

Alison's hair is long.

Mary Anning's fossils changed the world



Bilingual Classes

- How do I bridge from Spanish content to English ELD? What is my language function?
- What tools (e.g., graphic organizers and sentence frames) can I use in my Spanish thematic instruction that can be pulled into Designated ELD time as a scaffold?





A Feeling I experienced



An idea I had...



An action I will take...





SEAL

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