Designated and Integrated ELD: Using Language Functions as a Bridge
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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

- Separate
- Self-contained
- Program defined
- Minutes defined

Teach English

Access to the Curriculum

ELD/ESL
- Sequential
- Grammar and rules based

SDAIE developed within the CONTENT space

Math

Social Studies

Language Arts

Science
2010 Common Core ELA adopted

Language is central to all academic areas

Math

Science

Social Studies

Language Arts

Language
Content Based D-ELD

Emphasis on language USE for participation and meaning making

Math
Social Studies
Science
Language Arts

Integrated SLD/ELD
Integrated SLD/ELD
Integrated SLD/ELD

Designated ELD

* 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

The Language to Participate
To process content and tasks

Teach English
To understand how English works

Comprehension
Interaction & Participation
Language Study

SLD and Integrated ELD
Designated ELD
Chicken

tail feathers

eggs

“oviparous”

crest

beak

8-12" tall

wing

feet

grain

ACCESS TO CONTENT
Language to Participate and Talk About Content

The language to participate and talk about content.
<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural (2+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A chicken</td>
<td>A Chickens</td>
</tr>
<tr>
<td>has</td>
<td>have</td>
</tr>
<tr>
<td>is</td>
<td>are</td>
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<tr>
<td>can</td>
<td>can</td>
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<td>eats</td>
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<td>lays</td>
<td>lay</td>
</tr>
</tbody>
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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....”
El sol

es
- caliente
- una estrella
- grande
- redondo
- brillante

tiene
- rayos
- capas de gas
- anillos de gas
- una corona

puede
- darle luz a la Tierra
- darle calor
- quemar

Ambos Hamilton y Burr

son similares en que comparten algunas características

Mientras que Hamilton fue, Burr fue...
WHY Graphic Organizers?

**ALL STUDENTS**
Build conceptual, analytical thinking

**VISUAL & ENGLISH LEARNERS**
Scaffold comprehension

**STUDENT IN BILINGUAL 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 animales de la granja
las plantas

tienen

flores

necesitan

luz ☀️

agua

aire 🌬

tierra

nos dan

vegetales

fruta

semillas

TK

Tree Map
El sol

- **es**
  - caliente 🌞
  - una estrella ⭐
  - grande
  - redondo
  - brillante 🌟

- **tiene**
  - rayos ☀️
  - 6 capas 🥜
  - gas
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** __________.
Trees

(separate meaning)

1st grade
Tree Map
(singular noun)

1st grade

Designated ELD lesson: singular & plural forms of verbs

A

Birds

has

is

can

have

are

fly

wings

oviparous

lay eggs

feathers

warm-blooded

build nests

beaks

many sizes
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
- Velas
- Color negro
- Madera
- Forma ovalada
- Base plateada
- Metal
- Formar copia
- Vell as
- Sustituye Velas
- Sensación para celebrar
Teach cognates and transfer explicitly

<table>
<thead>
<tr>
<th>Español</th>
<th>English</th>
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<tbody>
<tr>
<td>comparar</td>
<td>compare</td>
</tr>
<tr>
<td>contrastar</td>
<td>contrast</td>
</tr>
<tr>
<td>diferente</td>
<td>different</td>
</tr>
<tr>
<td>similar</td>
<td>similar</td>
</tr>
<tr>
<td>igual</td>
<td>equal</td>
</tr>
<tr>
<td>características</td>
<td>characteristics</td>
</tr>
</tbody>
</table>

Ambos Hamilton y Burr ________.

Mientras que Hamilton fue ________, Burr fue ________.

Hamilton ________, Por el contrario Burr ________.
Compare & Contrast
Venn Diagram
1st grade
<table>
<thead>
<tr>
<th>Insecto</th>
<th>Habitat</th>
<th>Color</th>
<th>Tamaño</th>
<th>Actividad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosca</td>
<td>Hozas</td>
<td>Rojo</td>
<td>Pequeño</td>
<td>Se comen afidios</td>
</tr>
<tr>
<td>Libelula</td>
<td>Pereda Aria</td>
<td>Varías Colores</td>
<td>Mediano</td>
<td>Posicionan flores</td>
</tr>
</tbody>
</table>

*Compare & Contrast Categorical Matrix*
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...

Granite
Type: Igneous
How it Forms:
- intrusive
- below ground
- magma cools + hardens

Uses:
- floor tiles
- countertops
- building's floor

Interesting Facts:
- Half Dome (Yosemite)
- Empire State Building
- Egyptian Pyramids

Description:
- rough
- grainy
- pink, gray
- black + white crystals

Slate
Type: Metamorphic
How it Forms:
- shale or mudstone
- deep in crust
- pressure + heat

Uses:
- floor tiles
- roof tiles
- blackboards

Interesting Facts:
- smooth
- gray
- soft
- breaks into flat pieces

- Egyptians put mummy’s mouth

2nd grade
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
Propósito
Decir en palabras todas las características o cualidades de algo o alguien.

Marcos de oraciones

Organizadores gráficos

Descripción

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

Sentence Frames
The ____ is and ____.
One feature of ____ is that it is ___.
____ contains/consists of ____, ____ and ____.
____ and ____ are attributes of ____.
Begin Language Function Wall in Spanish
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 it’s 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?

<table>
<thead>
<tr>
<th>“to prepare for”</th>
<th>“in response to”</th>
<th>cross language connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>work in Integrated ELD</td>
<td>needs arising for the students during Integrated ELD</td>
<td>Strategic instruction in the similarities and differences</td>
</tr>
</tbody>
</table>
La llave de la maestra Lopez es dorada.
Los zapatos de David son fabulosos.
El cabello de Allison es largo.

Los fósiles de Mary Anning cambiaron el mundo.
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...