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Getting 100% out of Ten:
English Language Development in a First Grade 90/10 Two Way Immersion Program

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Abstract

The purpose of this Integrative Project was to design a first grade English Language Development curriculum for a two-way immersion classroom in a 90/10 program. A thorough review of literature highlighted the components necessary for an effective program. Research found was used to provide a theoretical framework for an understanding of dual language programs, the cross-transfer of skills, and language of instruction.

Chapter One

Introduction

Throughout my professional career, I have been a teacher of language. First I delivered instruction in Spanish to native English speakers at an Immersion School. Then I taught native Spanish speakers in their mother tongue in a bilingual maintenance program. Last fall I expanded my portfolio and accepted the position of a Dual Language teacher in a newly developing program. While I combined my previous experiences into one classroom, I also faced my biggest challenge up to that point. In the past my entire class was comprised of learners that spoke the same home language. In dual language or two way immersion I needed to be cognizant of the fact that during any given part of the school day only one half of my learners would be receiving instruction in their first language. The purpose of my research was to not only pull together the components that would make my ten percent of the school day dedicated to English instruction successful but to create the framework and the actual units of study for this crucial block.

Dual Language

The title of my work refers to the model of the dual language program adopted by my school district. In the 90/10 Model that I joined, kindergarteners and first graders received ninety percent of their academic instruction in the minority language which was Spanish. The remaining ten percent of the day was called the English language development block. This could no longer be called the English as a second language class because there were now native English speakers mixed in the group. After the math was done to calculate the actual minutes allotted to English, I learned that I had just thirty minutes daily to deliver quality instruction to my first graders. Later the amount of formal English instruction would increase to thirty percent in grades two and three followed by fifty percent in the fourth and fifth grades. Students, both

native English speakers and native Spanish speakers, in dual language classrooms are expected to outscore peers in other types of programs (Cloud, Genesee, & Hayman 2000, Collier & Thomas 2004).

Participants

This project was developed specifically for the first grade dual language students at a small community school in the Midwestern United States but it could be implemented in other first grade dual language classrooms. The twenty two subjects taught with this curriculum from my classroom included thirteen students from Spanish speaking homes and seven students from English speaking homes. The Spanish speaking students were primarily from Mexico and Puerto Rico or born in the United States from parents that were natives of one of the countries. One student from a fully bilingual home had a mother from Spain that moved to the United States eight years ago when she married his father. Five of the seven English speaking students were white and two were black. The school participating in the project was in the process of phasing out its bilingual maintenance program to grow the dual language program. Approximately fifty percent of students attending the school received free or reduced lunch and twenty-two percent of the student body was in special education including speech and language.

Rationale

As I prepared for my two-way dual language classroom I could not find research that told me exactly what my students should be taught during this English language development block. My frustration laid in the fact that there were no specific plans nor scope and sequence that I could use as a base. I wanted to get one hundred percent out the ten percent of the day devoted to English language development in order to meet the needs of the diverse language learners. My goal was to create the actual units of study following best teaching practices, district

standards, and the mandated curriculum. These plans needed to be tailored to fit the parameters determined by staffing, physical space, resources, and support in my school.

The research obtained was used to create an English language development curriculum that provided a theoretical framework for an understanding of how languages transfer. Methods, teaching strategies, best practices for teaching in a language program, and examples of school districts where these methodologies and understanding were utilized successfully were also used to aide in the development of this curriculum. A thorough review of literature highlighted the instructional methods that maximized student learning of a second language and the best practices for meeting the needs of both groups of language learners.

Naturally the development of this curriculum was imperative to my teaching situation. However, it will soon become urgent to the majority of educators as the population of English language learners in American schools is expected to double by the year 2015 (García, Jensen, & Scribner, 2009). Consequently, it is projected that by the year 2030 language minority students will compromise 40 percent of the elementary and secondary school-age population (Thomas & Collier, 2002). Learners in our schools are becoming more diverse and the demand for high quality programs designed to meet their needs is at critical level.

I feel that this capstone project was the perfect culmination to my program work. In order to successfully complete these units of study I needed to draw from my course work at the university, my years of experience, and current bilingual research. This research guided the creation of a first grade English language development curriculum for a two way immersion program that covered the academic year. The lessons were developed using materials provided by the district, Wisconsin State Standards, and teacher development.

Chapter Two

Review of Literature

Throughout the history of education, the bilingual programs designed to meet the needs of English language learners have been as diverse as the students that they enroll. Philosophies on the education of these learners have swung from instructing them only in English to providing instruction in their mother tongue in order to preserve their first language. Vast arrays of programming types exist on this spectrum including ones where young students begin in their native language and transition to English classrooms by second grade or remain in a bilingual maintenance classroom until the fifth grade. Dual language programs, which were born in the 1960's, are considered to be the premier model of bilingual instruction in the United States (Collier & Thomas, 2004). However, they too vary greatly and special consideration needs to be heeded with their implementation. In these programs the needs of both English language learners along with native English speakers must be met. What is the best structure of the English language development block in a first grade dual language classroom in order to maximize student learning for all?

Dual Language

Although the models vary, there are characteristics common to most Dual Language, also called Two-Way Immersion, programs. The classes consist of both native English speakers and native speakers of the target language, which in the USA is most often Spanish (De Ramirez & Shapiro, 2007, Lopez & Franquiz, 2009). The two groups of students remain together for all or most of the academic day for literacy and content instruction in both languages. While desired for second language learning, a dual language classroom does not need to enroll an equal amount of students from each language group. In their data analyses Collier and Thomas (2004) used

“the ratio of 70:30 as the minimum balance required to have enough L2 peers in a class to stimulate the natural second language acquisition process” (p. 3).

Collier and Thomas report that dual language education is the only type of bilingual program that completely closes the achievement gap for English language learners in their second language or English and in all academic areas for the entire population of learners (2004). In addition, De Jong and Howard (2009) list the goals of dual language as “academic achievement, bilingualism and biliteracy development, and cross-cultural competence for all students” (p. 81). Not only do students enrolled in these classrooms become bilingual but they also are provided with a unique opportunity to become bicultural.

The two most common models of dual language, 90/10 and 50/50, vary in the amount of time that they dedicate to instruction in each language. In a 50/50 model, students work half of the time in each language throughout their years in the program. Students participating in a 90/10 program receive ninety percent of their instruction in the target language, non-English, in the early grades. More English is added until the instructional time in each language is equal by the third or fourth grade (Cloud, Genesse & Hamayan, 2000; Collier & Thomas, 2004). In Lindholm-Leary’s study about 90/10 two-way immersion programs, Review of research and best practices on effective features of dual language education, she found that “not enough attention has been paid to English time in many school sites where English time has been used for assemblies, physical education, or other activities that do not provide a good basis for the development of academic language proficiency in English” (p. 18). She continued to explain the varying levels of English that can be found in one dual language classroom due to the inclusion of both native and non native speakers of the language and the challenges of meeting these

diverse needs. The research presented in this literature review will address language of instruction in 90/10 programming models.

Cross Transfer of Skills

The ten percent of instruction time allotted to the development of English skills in a 90/10 classroom equates to approximately thirty minutes daily. The structure of this block must be purposefully planned so that the curriculum both supports and is supported by what students are learning the rest of the day in Spanish. De Ramirez and Shapiro (2007) conducted a study to answer two questions. They wanted to know whether oral reading fluency in a child's first language (Spanish) was related to oral reading fluency in his/her second language (English). In addition they wanted to find out whether Spanish oral reading fluency probes administered in fall were predictive of English oral reading fluency outcomes for the same academic year?

Sixty eight students from first through fifth grades in a traditional bilingual program participated in the study. Thirty six of the participants were girls and 32 were boys. All attended a school in the southwestern United States. The community in which the school was located was predominantly Mexican-American. Ninety three percent of the group qualified for free or reduced lunch. Oral reading fluency in a child's first language (Spanish) was the independent variable and oral reading proficiency in the second language (English) was the dependent variable. Curriculum-based measures in reading (CBM-R) were used in fall, winter, and spring to determine the participants' oral reading fluency. A formula subtracting the number of words read incorrectly from the total number of words during a 1-minute read yielded the number of words read correctly. In addition to speed, accuracy was measured by dividing total number of words read correctly by number of possible word read correctly in the 1-minute passage.

De Ramirez and Shapiro (2007) found that the correlations between reading in Spanish and English oral reading fluency were statistically significant ($p < .001$) and moderately high. These findings were true for all grade levels except fourth where the correlations were nonsignificant and low. Fall Spanish oral reading fluency was found to be a significant predictor of spring English oral reading fluency. The sample size was small and only one specific type of bilingual program was examined and it included a wide range of bilingual students. Despite the limitations of the study dual language educators can use this research to make predictions about English achievement. They will then be able to either challenge students as appropriate or provide the early intervention necessary to help them achieve success. The 90/10 model does not allow time to waste in regards to English literacy especially when the language minorities (native Spanish speaking students in this review) are not exposed to English literacy skills at home (Lindholm-Leary, 2005). Both of the studies demonstrate the importance and usefulness of using information about the skills of students in one language in order to predict or prevent outcomes in the other.

While De Ramirez and Shapiro (2007) studied the relationship between Spanish reading fluency on English reading fluency, Branum-Martin, Foorman, Francis, and Mehta (2010) focused their study on passage comprehension. They treated “both Spanish and English as simultaneous outcomes” (p. 342). The student participants in the study were 1,338 Spanish-speaking first graders from 128 classrooms in 32 schools located in border Texas and in urban Texas and California. The schools participating in the quasi-experiment met certain criteria in regards to enrollment percentages, program designation, levels of achievement, and consent of administration. The program models participating in the experiment were English immersion, transition, and dual language. Detailed observations of teachers’ instructional language were

made. They were sampled within the year. The analyses allowed for the separation of classroom-level differences and student-level differences. In addition, they allowed for the simultaneous consideration of Spanish and English comprehension of the passages.

Although the authors of this study used a much larger sample than De Ramirez and Shapiro in order to estimate full variance-covariance matrices at the classroom level, they found that the sample was not large enough to illustrate some of the complex effects of context upon bilingual education programs. However, they did conclude that language of instruction at the classroom level did affect comprehension of passages in the language that was being used for instruction. In addition, Branum-Martin et. al. (2010) determined that Spanish maintenance programs scored higher in Spanish than the English immersion programs. “The Spanish intercepts for fall of 408-432 represented 1-6 items correct, while the spring intercepts of 423-463 represent 4-12 items correct” (p.345). The authors tracked time of English instruction during their observations rather than quality or fidelity to the programs’ models of language practices. Although some programs carried the same program model by name in practice some classrooms incorporated more English and the curriculum that was taught in English was very different. In exploring the impact of reading behaviors in the native language on outcomes in the second language the authors previously mentioned of both studies were paving the way to help dual language teachers most effectively use their instructional time devoted to English.

Not only can educators in a two way immersion classroom use skills as predictors of future achievement in the second, but they can promote competence by encouraging language learners to critically examine their two language systems (Cloud, Genesee, & Hamayan, 2009). Reading strategies like applying background knowledge, making predictions, and inferring are the same in both languages (Freeman, Freeman, & Mercuri, 2005). Hence, it makes sense to use

similar methods to teach reading in both English and Spanish. Transfer can also be facilitated when teachers bridge the languages by explicitly linking these similarities between them. At the earliest levels, Spanish and English can be connected by letter sounds with pictorial alphabets that include objects that begin with the same letter in each language (Freeman, Freeman, & Mercuri, 2005). This system capitalizes on what students already know in their first language. For example, the card printed with the letter L and a picture of a lion is labeled with the print for lion in English and *león* in Spanish. Since students celebrate what they already know instead of what they do not know in the second language they build confidence. “Some students are more apt to see similarities and differences than others; all students can benefit from being asked explicitly to engage in cross-linguistic comparisons” (Cloud, Genesee, & Hamayan, p.87). This can be a great tool for teachers.

Consequently, dual language teachers must also explicitly point out the differences between the two languages while comparing them. One way to do this is to take advantage of cognates which are identical or almost identical words in Spanish and English that have the same or very similar meanings (Bear, et al., 2007, Cloud, Genesee, & Hamayan, 2009). The English word “*habitat*” and the Spanish word “*habitat*” are cognates with identical spelling and meaning. The English word “*dinosaur*” and the Spanish word “*dinosaurio*” are also cognates with similar but not identical spelling. For the first example a teacher would highlight the spelling connection while modeling the differences in pronunciations. A teacher capitalizing on the second example would help students see the differences between the spellings while modeling the differences in pronunciations. Cognate charts can be created and displayed in the classroom or included in students’ personal dictionaries. Learners of English can focus on what they already know rather than becoming overwhelmed with all that they do not especially with the acquisition of academic

vocabulary (Jong, 2009). Inclusion of these strategies in a two way immersion classroom is critical not only for success in the target language but also for effective use of instructional time.

Language of Instruction

Furthermore, one core belief about dual language programs is that Spanish and English instruction must be separated and lessons should not be repeated nor translated in the other language (Collier & Thomas, 2004). As part of a qualitative study one of the things that the researcher, Palmer, sought to uncover was “how the teacher deliberately attempts to expose students to ‘alternative’ discourses and to lead language-minority students to construct positive identities as learners” (2008, p. 647). Her complete study was an ethnography and discourse analysis that utilized the methods of participant observation, open-ended interviews, and close discourse analysis. The research spanned one school year with a total of 22 audio recorded sessions and 11 videotaped sessions. In addition the author took detailed ethnographic field notes and visits were balanced between the languages of instruction and occurred in a variety of settings. Palmer conducted a full thematic analysis of all the data that she collected. The participants were 20 second graders in a two-way immersion classroom. In their homes eight of the students spoke only English, nine spoke mainly Spanish and three came from bilingual households. The teacher, in her sixth year of teaching, was proficient in Spanish but not a native speaker of the language.

The 90/10 model of the school dictated a ratio in the second grade of 70% instruction in Spanish to 30% instruction in English. The author pointed out that in actuality approximately as much as 50% of the total school day was in English as specialist teachers and staff in common areas did not speak the target language of Spanish. Palmer (2008) argues that “only a teacher who pays attention to race, class, culture, gender and other forms of ‘capital’ will approach an

equalization of status among students in the classroom” (2008, p. 656). Since English can also be seen as the language of power because it is often the one used outside the classroom, dual language programs set language policies in an attempt to avoid this obstacle to student achievement in the Spanish language. As Branum et al. (2010) observed in their study, the fidelity of teachers to the language policy can vary and it affects the acquisition of second language skills. The teacher in Palmer’s study stayed in the language of instruction in all of the excerpts that were included in the article. She suggests that “even if a teacher’s influence goes no further than her classroom door she can still have a tremendous impact on the education of her language-minority students” (p.664). Examples of this impact were observed documented in the previously mentioned articles that linked reading skills in one language to the other. Although the current qualitative study was limited to the observations of one teacher, she demonstrated that by encouraging participation, holding high standards, pairing Spanish speaking students with native English speakers, and staying true to the language policy at her school. Palmer’s work mainly analyzed the student discourse but she suggested future research on the practices of the dual language teacher.

Consequently, in a different study Karathanos (2010) used a mixed-method design that included analyses of survey data from a quantitative study and qualitative analysis of teacher discourse from course documents and surveys that included open-ended questions. The purpose of her research was to explore teacher preparation courses at the university level and study strategies used by mainstream teachers in promoting native language use in instruction along with the challenges of incorporating them. In her literature review she summarized the research that supports the links between language and that learning in the native language will transfer to the second. Karathaos found a deficit in data that shows how educators utilize this knowledge of

cross transfer of languages and how they are prepared to address the needs of English language learners present in their classrooms. Through purposive sampling 227 participants were recruited for the study from the Midwestern region of the USA. The participants were mainstream teachers enrolled in an ESL endorsement distance education program offered by a large public university. As a part of their course work for the university the participants were required to keep a critical reflection journal that along with the survey allowed for the triangulation across methods of data. The survey data were analyzed descriptively and inferentially. Teacher discourse from the open ended survey questions and journals were examined and themes were coded.

The majority of the teachers in the study taught at the elementary level and 81% were female. Over half of them did not speak another language and of those that did most were at beginning proficiency levels. Teachers with more than ten years of teaching experience and those with previous ELL students in their classrooms were also in the majority. In Karathanos' data analysis she concluded the following:

While both groups of teachers reportedly engaged in instructional practices that promote use of their ELL students' native languages to some extent, teachers with at least three courses of ELL-specific university preparation appeared to engage in these practices to a noticeably greater extent than teachers without such preparation (2010, p. 56).

A number of the participants listed translation of material as an instructional strategy to promote use of first language along with native language materials, peer pairing, purposeful activities, and the sharing of language to equalize status.

Although this research was conducted to examine current practices in the education of English language learners it highlights the importance of teacher preparation. The data came

from one area of the country and included a small sample derived from a specific endorsement program, however, the practices mentioned by the participants conflict with the philosophies of dual language pulled from the previously detailed studies. The separation of languages is critical in all types of bilingual programs and translation should not occur throughout lessons. One type of translation is which a teacher immediately translates second language instruction into the native language of students is called concurrent translation. “The problem with this approach is that students listen only to the language that they understand. Therefore, they do not acquire the second language.” (Freeman, Freeman, & Mercuri, 2005, p. 100) In her study, Karanthanos found holes in the preparation teachers who were in a university program that offered courses specific to their desired licensure in ESL. This does not bode well for the field of dual language where there is not any university courses dedicated solely to the program model. Freeman, Freeman, and Mercuri concede that highly qualified teachers are one of their essentials for dual language programs that are most difficult to attain. “They should also be native to (or as proficient as a native in) their assigned language of instruction” (Carrera-Carrillo & Rickert Smith, 2006, p.69). As two way immersion programs become more popular, so does the demand for qualified teachers.

Thematic Instruction

Time constraints are prevalent in every classroom but even more so in a two way immersion program. The same lessons taught during Spanish instruction time cannot be taught again during the English block even though one may think that this would assure that both groups of language learners are mastering the material. Thematic teaching allows dual language teachers to continue to move students forward while providing language support for both English and Spanish speakers. It also provides more opportunities for teachers to directly build upon the

cognates. Freeman, Freeman and Mercuri (2005) explain that “if the instruction in English and the instruction in Spanish are related, then students will always get a preview and review in their first language of the content they are studying in the second language” (p. 101). Both Freeman, Freeman, and Mercuri (2005) and Peregoy and Boyle (2001) conclude that themes contribute to making instruction understandable for English language learners. Not only are students more interested in the subject but they have more background knowledge that contributes to content gains and acquisition of the second language.

The ten percent of the day devoted to English in a first grade dual language classroom cannot stand apart from the other curricular areas. Both language minority and language majority students need to engage in the same theme but their work must be designed to meet their diverse needs (Cloud, Genesee, & Hamayan, 2000). In traditional English as a Second Language classes, teachers only worked with the language learners and did not need to differentiate to such a great extent to accommodate for both groups of speakers. Themes that span long periods of time, highlight key words, provide ample exposure to vocabulary, and account for different learning styles are most effective (Nemeth, 2009). Teaching that centers around big questions allows native English speakers and native Spanish speakers opportunities to make sense of the material in their first language and it equips them for the challenge of understanding in their second language. Most importantly thematic teaching upholds the dual language belief that the two groups of language speakers should not be separated for instruction.

Reading

School districts have been mandating literacy blocks that allows students extended periods of time to read. On average, ninety minutes of literacy instruction with uninterrupted time for reading is recommended at the first grade level (Collins 2004, Miller 2002). Bear et. al.

designed their *Words Their Way for English Language Learners* for a minimum block of 60 minutes to a maximum of 130 minutes (2007). Under the instructional time parameters in a 90/10 program blocks like these are impossible. While it may seem that less time is devoted to English, the cross transfer of skills from one language to the other assures that students are receiving the appropriate amount of reading instruction. In *Words Their Way for English Language Learners*, Bear et. al. (2007) describe how their two essential components related to reading are critical in early literacy. The first component is reading aloud or what that they call “*Read To*”. The authors explain how teachers should “*read to* students from literature that offers rich oral language and that involves students in discussions as in directed listening-thinking activities” (p. 19). In order to support content learning, Bear et.al. suggest the use of nonfiction texts. When students listen to content material read aloud they are exposed to vocabulary in an authentic way that is more meaningful than receiving vocabulary instruction in isolation.

On the other hand, the guided reading or *Read With* activities presented by Bear et. al. (2007) are differentiated according to the developmental level of the students. It is helpful to have nonfiction material about the same subject at varying levels. All students can participate in guided groups using the same content material but literacy instruction can range from word recognition with one group to comprehension skills with another. A teacher cannot simply grab any book to read aloud to students or guide them in reading when instructing in English in a dual language program. Special considerations like pulling out key vocabulary, how to activate background knowledge, and relating to themes need to be taken when selecting literature. Books that are culturally relevant must be part of every classroom. “Culturally relevant texts are those in which characters, events, setting, and ways of talking and interacting are similar to the ways people talk and act and to the places in which people live in the student’s community” (Freeman,

Freeman, & Mercuri, 2005, p. 157). The inclusion of these books provides students with opportunities to make text to self connections and deepen their understanding of the material. There is no time to waste in a 90/10 model so time must be carefully spent selecting and making available the appropriate and relevant books for learners in these classrooms.

There are practices in reading that have been researched to be called best practices. Cloud, Genesee, and Hamayan (2000) promote prereading activities like preteaching high frequency words, active use of new terms for comprehension, phrasing material through song, chants, pattern practice, or sentence strips, pointing out words with multiple meanings, and teaching descriptive terms. Classrooms that provide students with books at their reading levels, choice in the literature that they read, a variety of genres and difficulty levels, storage for their just-right books, inviting classroom libraries, and comfortable reading spots promote reading (Collins 2004, Miller 2002). Collins and Miller advocate reader's workshops. A complete workshop model includes a mini-lesson with guided practice, independent reading time, partner reading time and a share time. Miller notes that students must be given an explicit purpose to keep them focused as they read independently. The teacher guides reading groups and confers with individual students. A workshop model provides students with ample opportunity to engage in real reading at their just right levels.

Writing

Written language is a graphic form of the spoken word so it is beneficial for teachers to have an understanding of their students' home languages. Spelling errors, substitutions, or omissions can often be explained by examining home languages and teachers can then target instruction accordingly (Cloud, Genesee, & Hamayan, 2009). They find that "we should expect cross-lingual inventive spellings and cross lingual sentence construction" (p. 100). Second

language learners need time to write in their second language. Bear et al list writing as one of the five essential literacy components in *Words Their Way for English Language Learners*. In their framework “*Write With* instruction presents writing strategies that students use when they write independently. Writing with students creates a community of writers who can learn from each other as they explore a common topic, theme, or editing skill” (p. 19). Cloud, Genesee, and Hamayan emphasize the use of prewriting activities such as brainstorming, partner writes, dialogue journals, and access to reference materials (2000). Adequate time needs to be spent preparing English language learners to write in English in order to make the actual writing of a piece more successful and less stressful.

In order to engage students in writing as a class they must share a common experience that provides them with motivation, information, and a purpose to share. The teacher writes the ideas that students share about the common experience on large chart paper. “As students dictate, the teacher models a variety of writing skills, such as capitalization, paragraphing, and punctuation as well as sentence structure and story organization” (Freeman, Freeman, & Mercuri, p. 112). Peregoy and Boyle (2001) point out that “the fact that students themselves generate the content ensures a text that is appropriate to their age, experiences, and interests” (p. 183). These stories are read together as they are written and should be printed for students to take home to continue reading with their families. The language experience approach is powerful for modeling how to use language correctly. Freeman, Freeman, and Mercuri also suggest that individual time to write is important and that writer’s workshop can be successful with second language learners (2005). Wall dictionaries and personal word banks provide are tools to which language learners need access during writing. Students produce more writing if the environment is supportive and safe. A positive environment focuses on what students know

rather than all that they must learn. In a 90/10 two-way immersion program, students at the early levels will do the majority of their writing in Spanish. Since the time is limited in English, educators must take advantage of similarities between the two languages, build upon what students are doing throughout the rest of the day, and explicitly teach the differences.

Oral Language

Often English language learners are not given opportunities to engage in meaningful talk. Whole group discussion limits the time to participate for all students and many ELLs do not feel comfortable speaking in front of peers (Zwiers & Crawford, 2009). The inclusion of both native and non native speakers of English in two-way immersion programs capitalizes on peers serving as models for one another. One cannot simply assume that the two groups will know how to talk. In contrast to traditional bilingual classrooms, English language learners “benefit from naturally occurring interactions in the second language with peers who speak that language fluently and who come from a culture background that is different from their own” (Cloud, Genesee, & Hamayan, p.82). The English language block is the one period of the day when the native speakers of the language are the leaders however they cannot be allowed to dominate all conversations. “In dual language programs, ELLs do not wait until they are proficient in conversational and academic English before mastering academic content. (Lopez Estrada, Gomez, & Ruiz-Escalante, 2009, p. 54). The curriculum cannot be watered down for either groups of language learners but rather systems need to be in place that support students when they are asked to take risks in their second language.

Language errors will occur as English learners work their way toward proficiency. Lightbrown and Spada (1999) explain that “recasts involve the teacher’s formulation of all or part of a student’s utterance, minus the error. Recasts are generally implicit in that they are not

introduced by ‘You mean’, ‘Use this word’, or ‘You should say’” (p. 104). Teachers must be prepared for these mistakes and have a plan in place as to how they will address them. Cloud, Genesee, and Hamayan (2000) state that “students should feel completely at ease using their second language at all times even if their usage is imperfect and fraught with errors. Errors in students’ oral language use should not be singled out or highlighted at the expense of communication” (p. 76). They do not suggest that these mistakes be ignored but they disagree with Lightbrown and Spada’s use of recasts. Instead they find it more effective directly point out the error and guide the students to self-correct. Whatever the approach, errors must be addressed so that they do not become engrained in the students’ language.

In addition, Zwiers and Crawford found that language development can be “fostered by experiences that allow students to share ideas, support them with evidence, and construct new knowledge with other students” (p. 73). In their framework, Bear et. al., named the essential literacy component devoted to the development of oral language *Talk With*. *Talk With* students for their oral language to grow. “Creative dramatics, storytelling, and discussion groups about meaningful topics make it possible for vocabulary, language structures, and thinking to mature” (Bear et. al., p. 19). When instructional time in English is limited to thirty minutes per day, it would be easy to push students forward in reading and writing but leave out time to talk. Therefore dual language teachers must make a conscientious effort to build this time into their daily plans. Teacher must think of pairings, language models, proficiency levels, and the comfort levels of students when assigning them tasks that require them to speak with peers or the whole group.

Word Study

According to Bear et. al., “*Word study* activities include picture sorts for sounds, concept sorts” (p.19). The Words their Way for English Learners method is taught through word sorts in which students separate word cards or picture cards into groups based on similarities. Word sorts can be open or closed. Closed sorts are those in which the teacher provides the words and the categories for sorting. Open sorts are those in which the teacher provides the words, but the students decide how to categorize the words based on their own ideas of what similarities and differences they see between the words. Sound sorts, pattern sorts and concept or meaning sorts are the three main kinds of word sorts presented in the WTWEL method. At a beginning level students working on sound sorts sort pictures by their beginning sound and at a more advanced level this kind sort involves categorizing by number of syllables. When studying pattern sorts students explore the visual patterns in words. Especially for English language learners, sorting visually may be easier than sorting based on the sound of a word. Concept or meaning sorts are the ones that allow for vocabulary learning. In earlier stages, students sort by the meaning of the word (animals, home words). At later stages, sorts could even include seeking common roots in the student’s native language and English. Students at all levels need vocabulary instruction, repeated practice, and time to develop their own understandings of words in order to acquire crucial academic vocabulary (Marzano, 2005). This takes a commitment by teachers in all classrooms but even more so in classes of English language learners.

Through a qualitative research study Williams et. al. (2009) studied the components of successful word instruction and provided tips for beginning a word study program in kindergarten through second grade. They found that the best results came from the use of multiple assessment tools, small and homogeneous grouping of students, teaching word

knowledge, and integrating word work in real reading and writing activities (2009). As English language learners can never be taught all of the words that they will encounter in their lives, teaching these students about words is critical. Once they understand spelling rules and sight words that do not follow the rules they can apply their knowledge to words that they need to read or spell (Williams et. al., 2009). Similar to Williams et. al.'s findings, O'Malley and Valdez Pierce remind educators of English language learners to avoid testing rote understanding of terms and instead find evidence of deeper understandings of concepts (1996).

In this component of English literacy for a dual language classroom it is important to facilitate and encourage the cross transfer of skills from the mother tongue. It makes sense that “activities are designed to help students transfer knowledge already learned in their L1 to their L2, and vice-versa. The enriched lessons introduced specialized academic language in the students’ native language for concepts studied in their second language” (Gomez, p.57). Consequently thematic teaching is critical to providing both native English speakers and native Spanish speakers with the support and practice they need to develop a rich vocabulary.

Conclusion

There exists a need for research in dual language classrooms. Although the philosophies and programs of two way immersion have been in American schools for decades they are still many facets that need to be studied. Some major roadblocks are the vast variables that exist in any classroom but especially in one that deliberately joins both English and Spanish speakers. Many of the authors previously reviewed suggested areas for future research and found their research ungeneralizable due to variances at all levels (district, school, classroom, teacher, students, etc), sample size, and lack of true measurements. However, first grade dual language teachers in a 90/10 classroom can expect a predictive relationship between skills in a student’s

native language and those in their second language. They can facilitate the cross transfer of skills from English to Spanish and Spanish to English by using literacy data from the native language to meet student needs, connecting learning across languages, and explicitly teaching the differences between them. The approximate thirty minutes devoted to English instruction must move students forward and not repeat learning already mastered in the target language. Teachers in a two way immersion program must avoid mixing languages during instruction and foster equity among the languages. The commitment of the teacher and adherence to the language of instruction are essential to the success of a dual language classroom

Consequently, thematic teaching with specific language objectives breeds “consistency and coherence among lessons” (Cloud, Genesee, and Hamayan, p. 71). The time devoted to learning in English cannot stand alone. Themes that connect this block to the content areas delivered in Spanish will provide language learners with the supports needed for academic success. In addition, the English language development block must include the reading, writing, word study, and speaking components presented in *Words Their Way for English Language Learners* (Bear et. al., 2007). Teacher’s following the 90/10 model in the first grade must determine the best way to condense Bear et. al.’s essential literacy components from a suggested 130 minute block to 30 minutes while aligning them with the mandated curriculum. Dual language programs are considered to be the best of all bilingual programs. In order for these programs to reach their goals of biliteracy and biculturalism they must grow from careful planning and a clear vision.

Chapter Three

Curriculum Development

This chapter describes the methods that were used to create, design, and implement an English Language Development curriculum for first grade two way immersion students based on the project rationale and research found in chapters one and two. The courses taken at the University of Wisconsin Whitewater in the areas of English as a second language and bilingual education both modeled and taught an understanding of how language is learned and how to teach second language learners. These courses along with teacher experience instructing in one way Spanish immersion, bilingual maintenance, and two way immersion classrooms demonstrated a need to design an English curriculum that meets the needs of both native English speakers and native Spanish speakers. The curriculum development was critical due to the first year expansion of dual language to the first grade.

Background

The English as a second language curriculum that was in place in was the district did not meet the language needs of a two way immersion program. This curriculum typically followed a whole group model that would have been time efficient, easier to schedule and require less material preparation but it would not have meet the needs of my mixed group of language learners. The English program included both phonics and literacy components. It also provided thematic units to build background knowledge and facilitate cross curricular connections. However, as it was designed for learners of the English language the vocabulary was controlled and prescribed. It did not include the authentic literature that models rich vocabulary and interests young readers. The curriculum lacked the rigor and relevance needed not only to close

the achievement gap for the English language learners but to assure high levels of academic achievement for both groups.

Assessment

Consequently, the development of a dual language curriculum began with gathering data on the students. Throughout the first month of school all first grade dual language students participated in whole group English lessons and activities that focused on establishing routines and building community. The ESL teacher and I took turns leading the whole group activities while one of us assessed individuals. The students were evaluated on activities completed, observed during group work and their levels of participation were noted. The district reading running record assessment and sight word recognition assessment were used to measure individual reading levels. The students also participated in standardized computer testing mandated by the state that evaluated specific literacy skills. In addition, the spelling inventories from Words Their Way for English Language Learners were used to determine the word knowledge that the first graders possessed.

The assessments administered revealed that students from both language groups came to school with a wide range of English literacy skills. Native English speaking students reading far above grade level were working alongside non-readers of English. Similarly, a few native Spanish speakers were reading at levels higher than those of their English speaking peers. In addition, English proficiency levels ranged from emergent to proficient speakers of English. My concern, which became the title for my project, was getting the most out of the ten percent of instructional time that I would devote to English language development. I had thirty minutes a day to provide differentiated instruction that would meet the diverse need of my students.

In order to better share our resources, expertise and time, we combined the two first grade dual language classrooms and divided the forty three students into four groups. The information from assessments, teacher observations, and anecdotal notes on behavior led to the formation of groups comprised of students who were reading at similar levels in English reading, demonstrated similar comfort levels speaking English, and worked well together. Although the data gathered from the computerized testing was informative, we felt that the district assessments provided a more accurate snapshot of our students. These groupings were flexible and special consideration was taken to include both native English speakers and native Spanish speakers in each group. The mixing of language learners in the groups assured that Spanish speaking students would interact peer models of English and that the English speakers would have their turns shine as the language leaders. The groups were purposefully not equal in size. Students with greater need for support in the English language were placed in smaller groups in order to provide them with a higher teacher to student ratio. The combining of the two rooms allowed the ESL teacher to work with both rooms at once. Our teaching team for this block included me, the other first grade dual language classroom teacher, the ESL teacher and both of the assistant teachers in the program.

Framework

Words their Way for English Language Learners was used as a base when I designed the curriculum for the English Language Development block in the first grade dual language program. The work needed to be adapted as it was intended for the entire 90 to 150 minute literacy block in an elementary classroom. I had just thirty minutes a day so I condensed the core features of the program to fit my dual language parameters. This also caused me to evaluate my literacy instruction in Spanish to make sure that I was including the appropriate elements of

Words Their Way for English Language Learners that I had to crop due to the time constraints. “The essential literacy components of phonemic awareness, phonics, fluency, vocabulary, and comprehension that are integral to so many literacy initiatives are addressed in five essential literacy activities summarized as RRWWT: Read to, Read with, Write with, Word Study and Talk with activities” (Bear et. al., 2007). I embedded the “*Read To*” component in the remaining four and each of those became the week long activities through which groups of students rotated during a month. Consequently, teachers began each the literacy sessions reading aloud to students. For example, literature was used as a springboard to discussions in the “Talk with” group or parts of text were shared as models in the “Write with” group. Once the framework of the English language block was in place my team met to determine which essential literacy component each teacher or assistant teacher would instruct.

After restructuring the Words Their Way for English Language into just four domains, each teacher and the assistant teachers specialized in one of the essential components of literacy and delivered a series of lessons that spanned a week. It took one month for each group of eight to thirteen students to rotate through the four essential literacy components as they spent one week on each activity. Monthly themes linked the essential literacy activities in the English Development Block and these themes also linked the activities to the science and social studies being taught in Spanish. This connection to the content instruction provided native Spanish speaking students with either a preview or review of content material during the ELD block. The ESL teacher instructed the word study groups, two assistant teachers led the oral language groups, one classroom teacher worked with reading, and the other classroom teacher worked on writing. The content themes were carried into the word study groups through the related word sorts and they were carried into the oral language groups through the incorporation of realia,

hands on activities, and experiments. Thematic non-fiction books were used in the guided reading groups and when the teacher modeled writing in her lessons or assigned topics for writing she followed the content theme with the writing groups.

The benefits of the week long and monthly structure were less student movement, more time on task, opportunities to extend lessons, and the ability for each teacher to specialize in an area of literacy. Teachers met once a week during common prep time to discuss student progress, share resources, and plan future themes. In addition, the two first grade teachers became familiar with each other's students. This helped build community, strengthen the first grade team, and prevent behavior problems as students viewed the teachers equally. As an accommodation to maintain language separation, the two classroom teachers did switch classrooms so that their students did not hear them speaking English in their own classrooms.

Conclusion

In conclusion, the framework that I created for my capstone project included not only activities recommended in Words Their Way for English Language Learners but from the wealth of research compiled for my literature review. This curriculum was created to provide students with opportunities to build on what they know in their first language and to connect what they were learning in their second language. It was intended to provide opportunities for both groups of language speakers to grow, gain confidence, and learn from one another. The activities, objectives, and methods are based on best practices that should be found in every elementary classroom not just bilingual ones.

Chapter Four

Implementation

The framework that I created for the English language development block was critical due to the first year expansion of dual language to the first grade. The review of literature that I conducted emphasized several key components for successful implementation. I planned carefully in order to include these best practices with language learners and policies on dual language education throughout my units of study.

Connections

Educators in a dual language classroom must remember that instruction needs to be differentiated in order to accommodate for the needs of both language learners. The framework that I created was successful in that it provided students with an opportunity to work on the five essential literacy components from *Words Their Way with English Learners* (Bear et. al., 2007) and for the most part instruction met their needs. Differentiation through leveled materials in the guided reading groups was embedded. During the unit on plants (see Appendix A, p. 86) one group was reading a difficult text about plants that included the word cacti. A student questioned why it was different that cactus. This led to a discussion on irregular plurals and I provided a few more examples. This discussion was appropriate for readers at that level but would have caused frustration for students that were reading books about plants that were written for emergent readers with only one sentence per page.

Similarly it was easy to provide writing instruction at individual levels. Some English language learners were ready for direct instruction about the “ed” ending in English and they had native English speaking peers that demonstrated a need for work on the same concept. The teacher was able to pull those students for a skill lesson but not all students were ready for this

work. The small size of the groups and the ability of the teachers to specialize in one of the essential literacy components led to ample opportunities to meet students at their levels and take them to the next. A typical procedures section of the framework like the one for the animal unit provided the teacher with opportunities to confer with individuals as the students work on their own writing (Appendix A, p.92-93). The structure of the writing component is a condensed version of workshop model (See Review of Literature). The framework that I developed is very effective for dual language students who also learn in a writer's workshop during their Spanish literacy instruction because they have the background knowledge and they are familiar with the writing process.

Results

Furthermore, the feedback from the teachers that partnered the English language development block with me was positive. They appreciated the week long structure of the rotations and the time that it gave them to complete activities, dig deeper into concepts, and really get to know the students as individuals. The thematic connection of the work in English to the curriculum provided the “preview and review in their first language of the content” (Freeman, Freeman, and Mercuri, 2005, p. 101). My first grade co teacher shared that during science in Spanish one of her students excitedly pointed out that “*evaporar*” was just like the word her teacher was using in the morning during English—“evaporate”. The explicit teaching of cognates during our English time provided students with a tool to understanding vocabulary that they carried into the other subjects.

My students became cognate detectives and gained confidence as they focused on what they already knew in one language to grow the other. They took advantage of identical or almost identical words in Spanish and English that have the same or very similar meanings (Bear, et al.,

2007, Cloud, Genesee & Hamayan, 2009). This occurred from Spanish to English as well demonstrating the cross transfer of skills (See Review of Literature). As I was reading aloud in Spanish one of my learners of Spanish interrupted and asked us to wait as she tried to recall the word in English that was similar to the one that I had just read. Not only was she checking her understanding but providing the link for the other students. The best part was that since it was student generated I was not mixing the language of instruction (Collier & Thomas, 2004) but still able to capitalize on the cognates. This excitement about words that look almost the same, sound the similar and share the same meaning even made its way into the homes of my students. At parent teacher conferences two different sets of English speaking parents shared that they never knew that so many English words had partners in Spanish.

My co teachers, the current first grade dual language teachers, and the bilingual teachers to whom I presented my curriculum also appreciated the structure and routine of the framework. The framework was found to be just specific enough to be readily implemented but still allowed for teacher personalization. Specific titles of the literature and curriculum that I used were purposefully omitted so that time was not wasted searching for materials that might not be available and might not meet the instructional objectives of those implementing the framework. For example, on page 46 of Appendix A, trade books or big books related to the content theme (the sky) and multiple copies of nonfiction sky related texts at varying levels for guided reading are listed in the section on materials. The selection of this literature for the read alouds and guided reading books was crucial to getting the most out of the English language development block. I purposefully included the culturally relevant texts described by Freeman, Freeman, & Mercuri (See Review of Literature). A one size fits all process can not be used as the materials

need to match the needs of the students and content objectives. Individual teachers must match the content of those books to meet the needs of their specific, mixed group of language learners.

Furthermore, the routine of the framework also reduced student anxiety as they knew exactly where they were going to work and what was expected of them. The thirty minutes allowed for English language development at the first grade level in a 90/10 program did not provide time to frequently change activities without taking away from instructional learning. In addition, the routines also kept the time required by teachers on the preparation of materials to a minimum. The selection of the literature used as the themes changed for each month long unit required the most thought and time but it only happened once a month. Similarly, the gathering of supplies, realia, and hands on materials for the *Talk With* component of the framework took time but only at the beginning of a new theme. The copies of the various sorts for the *Word Study* component were made in advance and organized in a filing system. The ESL teacher especially appreciated the planning and teamwork as often her work with English language learners and preparing materials for work with English language learners was done in isolation.

The intangible outcomes that I witnessed in a classroom that combined speakers of both languages were greater confidence and comfort in the use of English by Spanish speakers. They had continuous opportunities and real reasons to use their second language. The immersion program and the bilingual programs in which I previously taught were deficient in these areas. My students were often reluctant to use their second languages and their proficiency levels were nowhere near what I observed in my dual language program. For example, in my bilingual classrooms I had to prepare explicit lessons on the correct use of *he* and *she*. It always took repeated practice to straighten them out. In the dual language program my Spanish speakers learned from their English speaking peers and the correct usage of these pronouns was natural

to them.

Conclusion

Consequently, the framework that I developed led to academic gains in English for both groups of language learners in my first grade dual language classroom. My English language learners were provided with opportunities to read books at their levels, gain confidence in speaking their second language, engage in meaningful writing tasks, and expand their knowledge of words. At the same time their English speaking peers were serving as models, growing as readers and writers, and strengthening the skills needed for later success in Spanish. All students participated in the essential components of literacy but did so at their individual levels. The block of time allocated to English development was one of the shortest but required careful planning and aligning with the rest of the day in Spanish. The framework that I created allowed me to get one hundred percent out of the thirty minutes devoted to the development of English.

Chapter Five

Conclusions

Now that I have implemented the framework for one academic year in a first grade dual language program, I am able to link the theory that I researched to the practices that I utilized in my classroom.

Implications

The research on best practices in bilingual education that I presented in the Review of Literature was at the core of my curriculum development. Lindholm-Leary remind dual language educators that the thirty minutes of time devoted to English language development in a 90/10 program must be well structured especially when the Spanish speakers are not exposed to English literacy outside of school (2005). For many learners this is the only opportunity to engage in their second language so it needs to be focused. By facilitating the cross transfer of skills between the languages I kept my students moving forward without using translation of material previously taught during the Spanish block. For example, during the month of the thematic unit on the sky students were self selecting books at their levels when working on reading (See Appendix). This process of choosing books that are just right was already presented during the Spanish literacy block. I explicitly linked what students already knew about book choice to their English work and helped them make the connection. This is a powerful tool not only for teachers of language learners but for all educators. The task of learning a new concept is less daunting when students are explicitly shown what they already know about the subject.

Furthermore, the cross transfer of skills was augmented through the use of thematic instruction. Learning in English was connected to the science or social studies curriculum that

was taking place during Spanish instruction. A number of the academic vocabulary words in these content areas are cognates. These are words which are identical or almost identical in Spanish and English and that have the same or very similar meanings (Bear, et al., 2007, Cloud, Genesee, & Hamayan, 2009). The explicit teaching of cognates led my students to examine words, compare them, and deepen their understandings of them in both languages. One wall was dedicated to cognates and my students referred to this wall throughout the school day. Their excitement and curiosity about words led them to make other connections. They noticed that in Spanish the words *escritura*, *escribir*, and *escritor* (writing, to write, and writer) shared the same beginning letters. I led students to see how they were all related in meaning and then they added *escritorio* (desk) to this list. This attention to words in both languages was a result of the word study, thematic teaching, and explicit teaching of cognates during the English language block (See Review of Literature).

Similarly, the focus on the essential literacy components during the English language development block in my first grade dual language classroom provided all of my students with opportunities to preview or review the literacy instruction they received during Spanish. The workshop models of both the reading and writing components during English mirrored the Spanish workshops to which they were accustomed. Hence, students were able to focus on the lessons and making connections rather than following a new routine. Freeman, Freeman, and Mercuri found that individual time to write is important and that writer's workshop can be successful with second language learners (2005). Workshops lend themselves to differentiation as teachers confer with individual students and work with groups of students who need practice with a common strategy. The oral language literacy component of the framework that I created propelled native English speaking students to interact with Spanish speaking peers. Whole group discussion limits the time to participate for all students and many English language learners do not feel comfortable speaking in front of peers (Zwiers & Crawford, 2009). My students felt comfortable and confident as they

performed experiments, presented dramatizations and engaged in content related conversations in a small group setting. These essential literacy elements belong in every classroom but in bilingual programs they include additional language objectives.

Recommendations

In order to maximize second language acquisition in dual language programs there needs to be a clear separation of the languages in that languages are not mixed during instruction (Collier & Thomas, 2004). Concurrent translation is the type that occurs when a teacher gives instruction in the second language and then immediately repeats it in the students' native tongue (Freeman, Freeman, & Mercuri, 2005). There is no place for this in a dual language program and these authors also warned that "students listen only to the language that they understand. Therefore, they do not acquire the second language"(p. 101). The structure of my framework does not promote any translation but it also recommended that students only hear their classroom teacher speak the target language. In order to group students the way that I did for our English literacy it was necessary to instruct my own students in English. As a concession to this breach of dual language policy I did assure that my students would not hear me speak English in my own classroom. During the English language development block I moved and instructed my groups of students in the classroom next door. Did my students' language acquisition suffer because of my decision?

Due to the fact that English speaking parents enter the classroom, not all staff members speak the target language, the classroom teacher supervises monolingual students on the playground, and field trips take place in English it is easy to break the English policies in dual language classrooms. One major drawback for me in this policy is the inability to seize the teachable moment and directly connect English learning to the Spanish content. That explicit connection is lost when the same teacher is not with his/her students for the entire school day.

Hence, I feel like the best practice of promoting the cross transfer of skills (see Review of Literature) conflicts with the best practice of language separation as it applies to the classroom teachers use of English. I question whether the classroom teacher's adherence to Spanish only be listed as a policy in our handbook for parents when in actuality it is nearly impossible to implement..

Furthermore, the framework that I created was derived from the work of Bear et. al. (2007). They designed their five essential literacy components in *Words Their Way* for English Language Learners (see Review of Literature) for students whose second language is English. One area in my work which needs revision and research is the *Word Study* component for the native speakers of English. They were engaged and challenged by the work that they did when sorting words according to spelling patterns but did this help them reach their potential. Even though I did tailor the program to accommodate for my English speakers I wonder if there is a phonics program that would be more appropriate for their needs. Since my first grade classroom was the first one of its kind in the district I do not have data to which I can compare the spelling gains of my native English speakers.

Consequently, I need more information on Spanish as a Second Language. I have recommended to my district that benchmarks need to be created in a timely manner for our learners of Spanish. As I scored our Spanish writing samples at the end of the year, the differences between the pieces written by native speakers of Spanish and those learning the language were obvious. For example, many students writing in Spanish as their second language placed adjectives before nouns but native Spanish writers correctly wrote adjectives following nouns. Ultimately I want both groups to achieve the same level of proficiency but I do not believe that their work along the way should be scored the same. Should a proficient paper

written by a Spanish language learner be expected to look like that of a native Spanish speaker at the first grade level? The same problem applies to or will apply in the subsequent grade levels for their English writing samples.

Conclusion

In conclusion, through my capstone project I was able to pull the best practices in bilingual education and provide my students with differentiated instruction in the essential literacy components. This first year was devoted to the creation and implementation of my framework. Fortunately, my coursework in the areas of English as a second language and research methods have provided me with the tools and knowledge that I will use to empirically support these anecdotes with assessment data.

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Appendix A

First Grade English Language Development Month of September

Theme: School community

Enduring Question: How am I alike and different from other people?¹

Suggested Whole Group Literacy Activities

Phonics songs from ESL series

Content related songs from social studies series

Big books

Books on tape

Smart board activities with literacy websites

Drama

Language experience stories

Book browsing

Videos or video clips stopped at various times to allow for student talk

Guided reading

Preparing folders and notebooks for English language development (personalizing, decorating)

Teacher modeling of reading and writing strategies

Graphic organizers

Suggested Whole Group Community Building Activities

Lessons from district guidance and/or violence prevention curriculum

Activities from TRIBES curriculum

School curriculum from social studies series

Suggested Individual Assessments

Teacher observation

District literacy assessments—sight words recognition, reading running records, writing assessment

Spelling inventories for Words Their Way for English Language Learners

Anecdotal notes

Checklists

Student interviews, rating scales, and/or surveys

¹ All themes, enduring questions, content objectives, literacy objectives, and language objectives presented throughout the curriculum framework follow the standards of the School District of Waukesha.

First Grade English Language Development
Month of October

Theme: Sky

Enduring Question: How does day & night impact life?

Science Content Area Objective:

- Students will identify that different objects appear in the day and nighttime sky.

Writing

Literacy Objective:

- Students will draw pictures and talk to prewrite.

Language Objective:

- Students will engage in prewriting activities.

Materials Needed:

- Paper, pencils, crayons, markers
- Chart paper, easel
- Trade book or big book related to content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Participation checklist

Vocabulary: prewrite, brainstorm, specific sky vocabulary from science curriculum

Sight Words: See calendar in Appendix A

Procedures:

Day 1

- Introduce sight words in sentences related to content, clap and chant, post on word wall.
- Read aloud to students a book related to the science content.
 - Several times during reading teacher will stop and allow students to “say anything” to their buddy in order to help English learners make sense of the text.
- Model drawing a picture and talking while drawing on chart paper.
- Students turn and talk to buddy about what they will draw tomorrow.

Day 2

- Review sight words, reread content sentences.
- Review teacher’s drawing from previous lesson; elicit student input about story told when drawing.
- Teacher deliberately adds details to picture that add to the story.
- Brainstorm ideas for student drawings.
- Students draw a picture to prepare to write.

- Students leave pictures on desks and as the group exits the room they walk around desks to look at each other's pictures.

Day 3

- Review sight words, reread content sentences.
- Review teacher's drawing from previous lesson and remind students that they can add details to their pictures.
- Students finish pictures from day prior and/or add details.
- Teacher plays music. Students walk around room with their prewrite pictures. When music is stopped students stop, sit, and share their pictures with peer closest to them. Repeat two or three times as appropriate.

Day 4

- Review sight words, reread content sentences.
- Teacher labels parts of picture modeling how he/she sounds out words and/or uses environmental print.
- Students assist teacher in identifying the sounds in words.
- Students add labels to their own pictures.

Day 5

- Review sight words, reread content sentences.
- Teacher reads prewrite drawing, adds to or revises labels from prior lesson as appropriate.
- Students read prewrite drawings, add to, or revise as appropriate.
- Students share at author's chair.
- Teacher collects prewrite papers.

Assessment:

- Students' participation with partners and whole group.
- Students' drawings and labels.
- Teacher will observe and record on checklist students' participation in activities.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read aloud and/or utilize "say anything" as often appropriate for each group.
- Sight word practice not necessary for groups that have mastered first grade lists.
- Instead of adding labels take dictations from students that need more support or encourage first letters only in labels. Model adding phrases or sentences for those groups that are at this level.

First Grade English Language Development
Month of October

Reading

Literacy Objective:

- Students will read to learn and for personal enjoyment.

Language Objectives:

- Students will have opportunities to read books at their level in English.
- Students will have opportunities to talk about books read in English.

Materials Needed:

- Leveled fiction and nonfiction books
- Book bags or boxes for storage of students' leveled books
- Chart paper, easel
- Comfortable reading spots
- Trade books or big books related to the content theme
- Multiple copies of nonfiction sky related texts at varying levels for guided reading
- Word Wall Board (created on poster board to be taken down after English time)
- Recording sheets for anecdotal notes
- Reading running records

Vocabulary: just right books, book walk, conferring, specific sky vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content.
 - Several times during reading teacher will stop and allow students to “say anything” to their buddy in order to help English learners make sense of the text.
- Model choosing just right books by looking at title and taking a book walk.
- Students choose just right books and move to comfortable reading spots to become familiar with them.
- Teacher observes and helps students with book selection as necessary.

Day 2

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Review ways to read a book—reading pictures, reading words, and retelling.
- Model and provide guided practice.
- Students move to spots and practice different ways to read books independently.
- Teacher guides one group of students in reading science related nonfiction.

Day 3

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Review importance of rereading books.
- Students move to spots, practice different ways to read books independently and reread as appropriate.
- Teacher guides one group of students in reading science related nonfiction.

Day 4

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Review how to care for books and use book boxes. Provide guided practice.
- Students move to spots and practice caring for books.
- Teacher guides one group of students in reading science related nonfiction.

Day 5

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson,
- Review procedures for teacher conferring.
- Students move to spots to read independently allowing teacher to move around room to confer with individual students and assist them in choosing something to share at share time.
- Students gather in a circle and share something about their books.

Assessment:

- Students' participation in lessons, guided groups, independent reading, and share time.
- Anecdotal notes on reading behaviors and/or progress.
- Reading running records.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- Use books at appropriate levels for guided groups.
- Assessments tailored to levels of students.

First Grade English Language Development
Month of October

Word Study

Literacy Objectives:

- Students will use resources to understand new words.
- Students will demonstrate understanding of word meaning.

Language Objective:

- Students will sort illustrated sky related content words into categories.

Materials Needed:

- Student notebooks
- Copies of word sort sheets related to science theme
- Scissors, glue sticks, pencils
- Trade book or big book related to the content theme
- Word Wall (permanent in ESL room)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: word sort, categorize, observe, specific sky vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content.
 - Several times during reading teacher will stop and allow students to “say anything” to their buddy in order to help English learners make sense of the text.
- Introduce word sorts and teach vocabulary.
- Model sorting and explaining categories.
- Provide guided practice.
- Students contribute alternate categories for sorts.

Day 2

- Review word sort procedures and vocabulary.
- Together sort again and explain categories.
- Teach, model and provide guided practice with one game from WTWEL guide.

Day 3

- Review word sort procedures and vocabulary.
- Together sort again and explain categories.
- Teach, model and provide guided practice with one game from WTWEL guide.

Day 4

- Review word sort procedures and vocabulary.
- Provide partners with copies of illustrated content word sort sheets.
- Teacher confers with pairs of students as together they sort cards and explain categories.

Day 5

- Provide new partners with copies of illustrated content word sort sheets.
- Teacher confers with pairs of students as together they sort cards and explain categories.
- Share different ways that students categorized word sort cards.

Assessment:

- Students' participation in lesson, guided practice, and partner work.
- Students' use of new vocabulary.
- Student explanations of categories for sorting illustrated word cards.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- More or less guided practice and review of procedures depending on needs of groups.
- Different types of word sorts depending on level of group.

First Grade English Language Development
Month of October

Speaking

Literacy Objective:

- Students will practice and review new vocabulary.

Language Objectives:

- Students will have opportunities speak in English.
- Students will have use graphic organizers to organize information and help them better understand the language.

Materials Needed:

- Photo cards of objects found in day and night skies.
- Chart paper, easel, whiteboard, markers
- Trade books or big books related to the content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Basket of trade books related to theme for book browsing if students finish early
- Floor puzzles of solar system

Vocabulary: specific sky vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content.
 - Several times during reading teacher will stop and allow students to “say anything” to their buddy in order to help English learners make sense of the text.
- Complete the first two parts of a KWL about the sky.

Day 2

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Introduce photo cards, practice naming objects, and check for understanding.
- Pass one photo card out to each student and encourage students to turn and talk to their neighbor about their photos.
- Students take turn placing photos on a large Venn diagram to show what objects appear only at night, only during the day, and during both.

Day 3

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Brainstorm what activities can occur only at night, only during the day, and during both.

- Partners complete Venn diagrams on paper by drawing and/or writing activities in appropriate space on graphic organizer.

Day 4

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Partners complete and/or add to Venn diagrams from previous lesson.
- Partners share Venn diagrams with the whole group.

Day 5

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Partners work together to build floor puzzles of solar system.
- Teachers confer with students and encourage pairs to engage in science related conversations.
- Students walk around room to observe the different puzzles as they exit.

Assessment:

- Students' participation in lessons, partner work, and share time.
- Students' completion of Venn diagrams.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.

First Grade English Language Development
Month of November

Theme: Weather
Enduring Question: Why is weather important?

Science Content Area Objective:

- Students will recognize daily and seasonal changes.

Writing

Literacy Objective:

- Students will write a complete sentence.

Language Objective:

- Students will write a complete sentence in English utilizing word or phrase banks.

Materials Needed:

- Paper, pencils, crayons, markers
- Chart paper, easel or smartboard
- Trade book or big book related to content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Student dry erase boards, markers, and towels

Vocabulary: sentence, specific weather vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to the science content and discuss.
- Brainstorm weather words and record on a graphic organizer-web.
- Students turn and talk to buddy about what weather.

Day 2

- Review weather web from previous lesson and adds words as appropriate.
- Teacher thinks aloud about what she would like to write.
- Teacher writes a complete sentence utilizing word from web .(Call attention to capital letter and period.
- Teacher lists a sentence starter/frame on easel or Smart board.
- Students and teacher write another complete sentence together on dry erase boards utilizing the sentence starter.

Day 3

- Review word web, sentences written together, and sentence starter from previous lesson.
- Students write their own sentence/s with help of word wall, word web, sentence starter and teacher as needed.

- Students illustrate sentences.

Day 4

- Partners practice reading sentences and revise as necessary.
- Students share sentences at author's chair.
- Teacher collects weather sentences and creates a group weather book.

Day 5

- Group walks outside to observe weather and returns to room.
- Teacher leads group in writing a short language experience story.
- Reread the story together.

Assessment:

- Students' sentences.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read aloud and/or utilize "say anything" as often appropriate for each group.
- Amount of teacher support and expectations for sentence production depend on skill level of group.

First Grade English Language Development
Month of November

Reading

Literacy Objective:

- Students will read to learn and for personal enjoyment.

Language Objectives:

- Students will have opportunities to read books at their level in English.
- Students will have opportunities to talk about books read in English.

Materials Needed:

- Leveled fiction and nonfiction books
- Book bags or boxes for storage of students' leveled books
- Chart paper, easel
- Comfortable reading spots
- Trade books or big books related to the content theme
- Multiple copies of nonfiction weather related texts at varying levels for guided reading
- Word Wall Board (created on poster board to be taken down after English time)
- Computers
- Recording sheets for anecdotal notes
- Reading running records

Vocabulary: specific vocabulary from district science curriculum

Procedures:

Day 1

- Read aloud to students a book or part of a book related to science content and discuss.
- Model using prior knowledge to get mind ready to read. Provide guided practice.
- Students choose just right books and move to comfortable reading spots to get their minds ready to read.

Day 2

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Introduce computer use of literacy programs during independent reading and management system.
- Students move to spots and practice getting minds ready to read.
- One group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 3

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Review computer use during independent writing.

- Model using illustrations and beginning letter sounds to figure out text.
- Students move to spots, practice different ways to read books independently, and reread as appropriate.
- One group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 4

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Review how to cross check illustrations and text.
- Students move to spots to read one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 5

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson,
- Review procedures for teacher conferring.
- Students move to spots to read independently allowing teacher to move around room to confer with individual students and assist them in choosing something to share at share time.
- Students gather in a circle and share something about their books.

Assessment:

- Students' participation in lessons, guided groups, independent reading, and share time.
- Anecdotal notes on reading behaviors and/or progress.
- Reading running records.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- Books at varying levels for guided groups.
- Assessments tailored to levels of students.

First Grade English Language Development
Month of November

Word Study

Literacy Objectives:

- Students will use resources to understand new words.
- Students will demonstrate understanding of word meaning.

Language Objective:

- Students will sort illustrated weather related content words into categories.

Materials Needed:

- Student notebooks
- Copies of word sort sheets related to science theme
- Scissors, glue sticks, pencils
- Trade book or big book related to the content theme
- Word Wall (permanent in ESL room)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: word sort, categorize, observe, specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content and discuss.
- Review word sorts and teach new vocabulary.
- Model sorting and explaining categories.
- Provide guided practice.
- Students contribute alternate categories for sorts.

Day 2

- Review word sort procedures and vocabulary.
- Together sort again and explain categories.
- Teach, model and provide guided practice with one game from WTWEL guide.

Day 3

- Review word sort procedures and vocabulary.
- Together sort again and explain categories.
- Teach, model and provide guided practice with one game from WTWEL guide.

Day 4

- Review word sort procedures and vocabulary.
- Provide partners with copies of illustrated content word sort sheets.
- Teacher confers with pairs of students as together they sort cards and explain categories.

Day 5

- Students work with new partners with illustrated content word cards.
- Students continue practice using their illustrated cards and the game boards introduced in previous lessons.

Assessment:

- Students' participation in lesson, guided practice, and partner work.
- Students' use of new vocabulary.
- Student explanations of categories for sorting illustrated word cards.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- More or less guided practice and review of procedures depending on needs of groups.
- Different types of word sorts depending on level of group.

First Grade English Language Development
Month of November

Speaking

Literacy Objective:

- Students will practice and review new vocabulary.

Language Objectives:

- Students will participate in discussions and social conversations in English.
- Students will use graphic organizers to organize information and help them better understand the language.

Materials Needed:

- Photo cards of weather related objects.
- Chart paper, easel, whiteboard, markers
- Trade books or big books related to the content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Basket of trade books related to theme for book browsing
- Realia-clothesline, children's, clothing from the different seasons, clothespins
- Pencils, watercolor paints, paint cups, brushes, water

Vocabulary: specific vocabulary from science curriculum

Procedures:

Day 3

- Read aloud to students a book related to science content and discuss.
- Teach and sing weather related song with chart from ESL curriculum.
- Discuss the weather and how it impacts our lives using photo card for prompts.

Day 2

- Review sight words, reread content sentences, find examples in read alouds.
- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Introduce photo cards, practice naming objects, and check for understanding.
- Pass one photo card out to each student and encourage students to turn and talk to their neighbor about their photos.
- Students take turn placing photos on a large table to organize sky, clothing and activity photo cards.

Day 3

- Introduce the three centers that students will work in during the next three days.
 - Realia-sorting clothing by the seasons and hanging on a clothesline.
 - Books-book browsing and book talk with teachers and partners
 - Painting-draw favorite type of weather, use watercolors to paint, and talk with peers.

Day 4

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Continue work in another of the three centers introduced on day 3.
 - Realia-sorting clothing by the seasons and hanging on a clothesline.
 - Books-book browsing and book talk with teachers and partners
 - Painting-draw favorite type of weather, use watercolors to paint, and talk with peers.

Day 5

- Continue work in another the last of the three centers introduced on day 3.
 - Realia-sorting clothing by the seasons and hanging on a clothesline.
 - Books-book browsing and book talk with teachers and partners
 - Painting-draw favorite type of weather, use watercolors to paint, and talk with peers.
- Share paintings.

Assessment:

- Students' participation in lessons, partner work, and share time.
- Students' conversation during centers.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.

First Grade English Language Development
Month of December

Theme: Celebrations

Enduring Question: Are people different in other places?

Social Studies Content Area Objective:

- Students will describe the importance of diverse customs and traditions of families.

Writing

Literacy Objective:

- Students will write for enjoyment and for varied reasons.

Language Objectives:

- Students will engage in talk and use a graphic organizer prior to writing.
- Students will write a greeting card about a family tradition in English.

Materials Needed:

- Paper, pencils, crayons, markers
- Chart paper, easel or Smart board
- Trade book or big book related to content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Examples of different greeting cards

Vocabulary: specific cultural vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to the social studies content and discuss.
- Brainstorm and list family traditions of the students.
- Students turn and talk to neighbor about family traditions.

Day 2

- Review list of traditions from previous lesson and add to list as appropriate.
- Teacher draws a picture of a family tradition and talks as she draws.
- Teacher writes about family tradition referring to brainstorm list and word wall.

Day 3

- Review list and teacher writing about traditions from previous lessons.
- Students draw and talk about a family tradition before writing.
- Students write a sentence or sentences about drawing utilizing list, word wall, and teacher assistance.

Day 4

- Show examples of greeting cards for various occasions and discuss similarities.
- Teacher models copying drawing on the front of the card and writing on the inside.

- Tell students that they will also color and sign cards.
- Students create greeting cards of family traditions.

Day 5

- Students finish greeting cards, color, and sign.
- Share greeting cards with group.
- Take home to give to families.

Assessment:

- Students' greeting cards.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read aloud and/or utilize “say anything” as often appropriate for each group.
- Amount of teacher support and expectations for greeting cards depend on skill level of group.

First Grade English Language Development
Month of December

Reading

Literacy Objective:

- Students will read to learn and for personal enjoyment.
- Students will make text to text connections.

Language Objectives:

- Students will have opportunities to read books at their level in English.
- Students will have opportunities to talk about books read in English.

Materials Needed:

- Leveled fiction and nonfiction books
- Book bags or boxes for storage of students' leveled books
- Chart paper, easel
- Comfortable reading spots
- Trade books or big books related to the content theme
- Multiple copies of nonfiction weather related texts at varying levels for guided reading
- Word Wall Board (created on poster board to be taken down after English time)
- Computers
- Recording sheets for anecdotal notes
- Reading running records

Vocabulary: specific vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to social studies content and discuss.
- Model making text to self connections like the students studied in Spanish reader's workshop.
- Students choose just right books and move to comfortable reading spots and pay attention to connections.

Day 2

- Read aloud to students a book related to the social studies content, part of a book or finish book from prior lesson.
- Review connections and using post its to mark pages in text where they are found.
- Students move to spots and use post its to mark text to self connections.
- One group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 3

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson.
- Model explaining connections and how they relate to own life.
- Students move to spots to read and one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 4

- Read aloud to students a book related to the social studies content, part of a book or finish book from prior lesson.
- Review the difference between a connection and a coincidence.
- Students move to spots to read and one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 5

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson,
- Students move to spots to read independently allowing teacher to move around room to confer, with individual students, assist them in choosing something to share, and/or do running records.
- Students gather in a circle and share connections.

Assessment:

- Students' participation in lessons, guided groups, independent reading, and share time.
- Students' connections.
- Anecdotal notes on reading behaviors and/or progress.
- Reading running records.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- Books at varying levels for guided groups.
- Assessments tailored to levels of students.

First Grade English Language Development
Month of December

Word Study

Literacy Objectives:

- Students will use resources to understand new words.
- Students will demonstrate understanding of word meaning.

Language Objective:

- Students will sort illustrated social studies related content words into categories.

Materials Needed:

- Student notebooks
- Copies of word sort sheets related to content theme
- Scissors, glue sticks, pencils
- Trade book or big book related to the content theme
- Word Wall (permanent in ESL room)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to social studies content.
- Review word sorts and teach new vocabulary.
- Model sorting and explaining categories.
- Provide guided practice.
- Students contribute alternate categories for sorts.

Day 2

- Review word sort procedures and vocabulary.
- Students individual sort word cards into their own categories.
- Share sorts with partners.
- Teacher calls students over to look at a few examples of different sorts by students and discuss.

Day 3

- Teacher models how to use notebooks for recording word sorts. (Student explains sorts to teacher first, revises as necessary, opens to new page and glues cards in categories, date, and labels).
- Students resort their cards, check with teacher, glue in notebooks, date, and label.

Day 4

- Review use of notebooks with word sort cards.
- Finish work from previous lesson.
- Read notebooks with partners.

Day 5

- Teacher introduces use of computers during independent word study/game time.

- Students continue practice using the game boards introduced and laminated copies of various word sort cards.
- Students take turns on computer literacy/phonics programs.

Assessment:

- Students' participation in lesson, guided practice, and partner work.
- Students' use of new vocabulary.
- Student explanations of categories for sorting illustrated word cards.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- More or less guided practice and review of procedures depending on needs of groups.
- Different types of word sorts depending on level of group.

First Grade English Language Development
Month of December

Speaking

Literacy Objective:

- Students will practice and review new vocabulary.
- Students will use senses to describe.

Language Objectives:

- Students will engage in authentic language experiences.
- Students will use descriptive words in English.

Materials Needed:

- Ingredients for cinnamon raisin bread (bread flour, water, sugar, cinnamon, raisins, dry milk, butter, yeast, salt)
- Recipe and bread maker
- Chart paper, easel, whiteboard, markers
- Trade books or big books related to the content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Basket of trade books related to theme for book browsing if students finish early
- 3 different types of bread from three different countries
- World wall map
- Play dough, paper plates, construction paper

Vocabulary: specific vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to social studies content about bread from around the world.
- Show and pass around the small samples (in cups taken from the original packaging in front of the students) of the bread ingredients.
- Students name and describe using senses. Allow them to taste raisins and sugar under teacher supervision.
- Students predict what the ingredients will make and how it will taste. Record.

Day 2

- Read aloud to students a book related to the social studies content, part of a book or finish book from prior lesson.
- Review the ingredients.
- Read the recipe, measure the ingredients and allow student helpers to place items in bread maker.
- Turn on the bread and explain that they will eat the bread tomorrow.
- Review steps to making bread acting out the steps.

Day 3

- Review the ingredients and retell the steps in order.
- Taste the bread. Talk with neighbors about the bread.
- Check predictions—confirm or contradict.

Day 4

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson and discuss.
- Explain that bread is a food and part of family traditions all around the world.
- Introduce three kinds of bread and show on world wall map where they are from.
- Continue work in another of the three centers introduced on day 3.
- Students sample breads and talk to partners about each one.
- Students write names on paper and glue under type of bread that they liked the best on a bar graph.
- Discuss results of bar graph.

Day 5

- Discuss the breads from different countries and talk about celebrations/feasts.
- Partners use play dough, paper plates, and construction paper place mats to create a model of a feast that they would prepare for a celebration.
- Share their work with the group. Did everyone include bread?

Assessment:

- Students' participation in lessons, partner work, and share time.
- Students' conversations during work with play dough.
-

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize “say anything” as often appropriate for each group.

First Grade English Language Development
Month of January

Theme: Forces and Motion

Enduring Question: What is the easiest way to move an object?

Science Content Area Objective:

- Students will realize the basic concept that forces can move objects.

Writing

Literacy Objective:

- Students will describe photos and talk to prewrite.
- Students will write in complete sentences adding descriptive details.

Language Objectives:

- Students will write a complete sentence in English about a visual.

Materials Needed:

- Paper, pencils, crayons, markers
- Chart paper, easel or Smart board
- Trade book or big book related to content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Photos on Smart board for lessons.
- Student copies of photos or computer pictures.

Vocabulary: describing words, specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to the content theme and discuss.
- Show different photos on Smart board and discuss them.
- Choose one photo and list how students describe it. Point out that the words about color, size, etc are describing words.
- Model writing one sentence about the photo using one or two of the describing words.

Day 2

- Review list of traditions from previous lesson and add to list as appropriate.
- Review photo, list of describing words and teacher sentence from prior lesson.
- Pass out papers for students to write their own sentence about photo using the list, peer help, teacher support and word wall as needed.
- Students illustrate and share sentences with group.
-

Day 3

- Study another photo together and generate a list of describing words.
- Pass out papers for students to write their own sentence about photo using the list, word wall, peer help, and teacher support as needed.
- Students illustrate and practice reading sentence/s.
- Teacher plays music. Students walk around room with their sentences. When music is stopped students stop, sit, and share their pictures with peer closest to them. Repeat two or three times as appropriate.

Day 4

- Pass out a photo to each student and lead them through the process of listing describing words about their photo.
- Share photo and list with a peer. Add peer suggestions to list.

Day 5

- Students reread their list of describing words of photos.
- Write a sentences or sentences about the photo using describing words.
- Illustrate and share sentences with the group.

Assessment:

- Students' sentences and use of describing words.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read aloud and/or utilize “say anything” as often appropriate for each group.
- Amount of teacher support and expectations for greeting cards depend on skill level of group.
- Provide sentence frames as necessary.

First Grade English Language Development
Month of January

Reading

Literacy Objective:

- Students will read to learn and for personal enjoyment.
- Students will use mental images to guide thinking.

Language Objectives:

- Students will have opportunities to read books at their level in English.
- Students will have opportunities to talk about their mental images in English.

Materials Needed:

- Leveled fiction and nonfiction books
- Book bags or boxes for storage of students' leveled books
- Chart paper, easel
- Comfortable reading spots
- Trade books or big books related to the content theme
- Multiple copies of nonfiction force and motion related texts at varying levels for guided reading
- Word Wall Board (created on poster board to be taken down after English time)
- Computers
- Recording sheets for anecdotal notes
- Reading running records

Vocabulary: mental images, visualizing, specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content. Stop to allow students time to create mental images and share.
- Review mental images and list how they help readers.
- Students choose just right books and move to comfortable reading spots and use mental images.

Day 2

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Review using post its to mark pages in text where they had mental images.
- Students move to spots and use post its to mark text that created mental images.
- One group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction

Day 3

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Model finding key words from the text that create the mental images.
- Students move to spots to read and one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 4

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Model writing the key words from the text that create mental images on post its and including those words in the pictures of the mental images.
- Students move to spots to read one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 5

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson,
- Students move to spots to read independently allowing teacher to move around room to confer, with individual students, assist them in choosing something to share, and/or do running records.
- Students gather in a circle and share mental images.

Assessment:

- Students' participation in lessons, guided groups, independent reading, and share time.
- Students' mental images.
- Anecdotal notes on reading behaviors and/or progress.
- Reading running records.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- Books at varying levels for guided groups.
- Assessments tailored to levels of students.

First Grade English Language Development
Month of January

Word Study

Literacy Objectives:

- Students will use resources to understand new words.
- Students will demonstrate understanding of word meaning.

Language Objective:

- Students will sort illustrated science related content words into categories.
- Students will sort cards by sounds.

Materials Needed:

- Student notebooks
- Copies of word sort sheets related to science theme
- Scissors, glue sticks, pencils
- Trade book or big book related to the content theme
- Word Wall (permanent in ESL room)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content.
- Review science word sort cards and teach new vocabulary.
- Model sorting and explaining categories.
- Provide guided practice.
- Students contribute alternate categories for sorts.

Day 2

- Introduce sorts by sounds at level appropriate for group. (beginning consonant, blends, final consonant, etc)
- Provide guided practice.
- Discuss difference between types of sorts.

Day 3.

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.

Day 4

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.

Day 5

- Students continue word study using the games, game boards, and computers introduced and laminated copies of various word sort cards.

Assessment:

- Students' participation in lesson, guided practice, and partner work.
- Students' use of new vocabulary.
- Student explanations of categories for sorting word cards.

Differentiation:

- Read a trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- More or less guided practice and review of procedures depending on needs of groups.
- Different types of word sorts depending on level of group.

First Grade English Language Development
Month of January

Speaking

Literacy Objective:

- Students will practice and review new vocabulary.

Language Objective:

- Students will engage in authentic language experiences.
- Students will explain how objects move.

Materials Needed:

- Train set, magnet set, marble maze kit with tubes, ramps, spirals, etc.
- Ping pong balls
- Straws
- Blocks
- Chart paper, easel, whiteboard, markers
- Trade books or big books related to the content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from science curriculum

Procedures:

Day 1

- Play Simon says using movement such as take your hand and pull other arm over your head, pretend that you are pushing a huge rock, etc.
- Tell students that they will be exploring with trains, marbles, and magnets to observe how things move.
- Introduce materials and review rules for sharing with peers and caring for materials.
- Remind them of their science job of observing.
- Separate students in three groups to start exploring with one of the materials and they will rotate to other two tomorrow.

Day 2

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson.
- Review the exploration materials and continue with two rotations for previous day.

Day 3

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson and discuss.

- Review the materials from exploration and allow students to demonstrate how they made objects move.
- List on chart paper and go back and decide which ones were pushes and which were pulls.

Day 4

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson and discuss.
- Demonstrate how students working in groups will create mazes with blocks standing on sides and blow on the ping pong balls through straws to make them move through the maze.
- Student groups meet to talk, explore materials, and draw a plan of the maze.

Day 5

- Students create mazes from previous lesson and work together to get balls through them.
- Alter mazes as needed or create a new one if time.
- Discuss results and share observations.

Assessment:

- Students' participation in lessons, partner work, and share time.
- Students' conversations during free exploration and mazes.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.

First Grade English Language Development
Month of February

Theme: Leaders

- Enduring Question: Can we live without government?

Science Content Area Objective:

- Students identify leaders in the community, state, and nation.

Writing

Literacy Objectives:

- Students will self-select topics for writing from self-generated list of ideas.
- Students will write in complete sentences adding descriptive details.

Language Objectives:

- Students will talk about ideas to prewrite.
- Students will use a graphic organizer to prepare to write.

Materials Needed:

- Paper, pencils, crayons, markers
- Chart paper, easel or Smart board
- Trade book or big book related to content theme
- Word Wall Board (created on poster board to be taken down after English time)

Vocabulary: vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to the social studies content and discuss.
- Model to students how to think of ideas for writing and where ideas can be found.
- Model completing a chart with six boxes to organize ideas using words and pictures. One box for people that you could write about, one box for pets, one for school ideas, etc.
- Students turn and talk to neighbor about ideas for writing.

Day 2

- Review teacher's ideas for writing from yesterday
- Students complete a personal table of ideas for writing.
- Share tables with partners and add to as needed.

Day 3

- Teacher models taking one idea of the list to use for writing.
- Draws a picture as a plan.

- Writes about idea/picture, rereading, and adding details.
- Students chose an idea for writing and start plans.

Day 4

- Students continue to write self selected stories utilizing teacher support, word wall, and peer help.
- Share writing (complete or incomplete) with neighbor.

Day 5

- Teacher models rereading writing and revising as necessary.
- Students finish writing from previous lesson and practice reading.
- Illustrate and share.

Assessment:

- Students' use of ideas list for writing topic.
- Students' writing.

Differentiation:

- Pre teach vocabulary for read aloud and/or utilize “say anything” as often appropriate for each group.
- Sight word practice not necessary for groups that have mastered first grade lists.
- Amount of teacher support and expectations for greeting cards depend on skill level of group.
- Provide sentence frames as necessary.

First Grade English Language Development
Month of February

Reading

Literacy Objectives:

- Students will read to learn and for personal enjoyment.
- Students will monitor reading by rereading, self correcting, and clarifying confusion.

Language Objectives:

- Students will have opportunities to read books at their level in English.
- Students will have opportunities to talk about how they monitored reading in English.

Materials Needed:

- Leveled fiction and nonfiction books
- Book bags or boxes for storage of students' leveled books
- Chart paper, easel
- Comfortable reading spots
- Trade books or big books related to the content theme
- Multiple copies of nonfiction force and motion related texts at varying levels for guided reading
- Word Wall Board (created on poster board to be taken down after English time)
- Computers
- Recording sheets for anecdotal notes
- Reading running records

Vocabulary: specific vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to the content theme.
- Review strategies for monitoring reading.
- Model rereading.
- Students choose just right books and move to comfortable reading spots and work on monitoring reading.

Day 2

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson.
- Model self-correcting when reading. Discuss why it is important.
- Students move to spots to work on monitoring reading and one group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 3

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Model clarifying confusions when reading.
- Students move to spots to read and one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 4

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson.
- Review monitoring strategies and using post its to mark text when used.
- Students move to spots to read one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 5

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson,
- Students move to spots to read independently allowing teacher to move around room to confer, with individual students, assist them in choosing something to share, and/or do running records.
- Students gather in a circle and share about monitoring reading.

Assessment:

- Students' participation in lessons, guided groups, independent reading, and share time.
- Students' mental images.
- Anecdotal notes on reading behaviors and/or progress.
- Reading running records.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- Books at varying levels for guided groups.
- Assessments tailored to levels of students.

First Grade English Language Development
Month of February

Word Study

Literacy Objectives:

- Students will use resources to understand new words.
- Students will demonstrate understanding of word meaning.

Language Objectives:

- Students will sort illustrated science related content words into categories.
- Students will sort cards by sounds.

Materials Needed:

- Student notebooks
- Copies of word sort sheets related to science theme
- Scissors, glue sticks, pencils
- Trade book or big book related to the content theme
- Word Wall (permanent in ESL room)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content.
- Introduce social studies word sort cards and teach new vocabulary.
- Students contribute alternate categories for sorts.
- Introduce higher level word sorts as appropriate for groups.
- Provide students with sorts at their levels.
- Students work on word sorts.

Day 2

- Review different kinds of sorts.
- Provide guided practice.
- Students continue independent or partner word study work.

Day 3

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.

Day 4

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.

Day 5

- Students continue word study using the games, game boards, and computers introduced and laminated copies of various word sort cards.

Assessment:

- Students' participation in lesson, guided practice, and partner work.
- Students' use of new vocabulary.
- Student explanations of categories for sorting word cards.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- More or less guided practice and review of procedures depending on needs of groups.
- Different types of word sorts depending on level of group.

First Grade English Language Development
Month of February

Speaking

Literacy Objective:

- Students will practice and review new vocabulary.

Language Objective:

- Students will engage in authentic language experiences.
- Students will use puppets to demonstrate understanding of content.

Materials Needed:

- Puppets and puppet theater.
- Chart paper, easel, whiteboard, markers
- Trade books or big books related to the content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from social studies curriculum

Procedures:

Day 1

- Show a video clip about the presidents or Martin Luther King, Jr. stopping several times to allow students to turn and talk in order to comprehend better.
- Write the word leader and discuss the term.
- List names of leaders suggested by students.

Day 2

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson.
- Explain that at everyone takes turns being a leader in class, on the playground, etc.
- Students take turns being a leader and telling the group to do an exercise and how many to do.

Day 3

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson and discuss.
- Discuss what home, school, or the city would be like without leaders.
- Introduce puppets, rules for using, changing voices, expression, and volume.
- Model a story similar to the one that students will be working on with puppets about a day that there is no leader at home. Show puppets having trouble or not getting along. Then one puppet becomes a leader and teacher demonstrates how things change.

Day 4

- Review puppet work and teacher story from previous lesson.

- Separate students into small groups and give each one a puppet. All groups will present the story of a day when there is no leader at school. They must show how it is in the beginning and how it changes when one becomes a leader. Teacher picks one student in each group who will become the leader.
- Students work on puppet shows.

Day 5

- Students practice puppet shows for leader story.
- Present to the group.

Assessment:

- Students' participation in lessons and puppet show.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize “say anything” as often appropriate for each group.

First Grade English Language Development
Month of March

Theme: Plants

Enduring Question: How do I survive?

Science Content Area Objective:

- Students will provide examples of food and other useful products that come from plants.

Writing

Literacy Objectives:

- Students will self-select topics for writing from self-generated list of ideas.
- Students will write in complete sentences adding descriptive details.

Language Objectives:

- Students will talk about ideas to prewrite.
- Students will use a graphic organizer to prepare to write.

Materials Needed:

- Paper, pencils, crayons, markers
- Chart paper, easel or Smart board
- Trade book or big book related to content theme
- Word Wall Board (created on poster board to be taken down after English time)

Vocabulary: vocabulary from social studies curriculum

Procedures:

Day 1

- Read aloud to students a book related to the social studies content and discuss.
- Model to students how to think of ideas for writing and where ideas can be found.
- Model completing a chart with six boxes to organize ideas using words and pictures. One box for people that you could write about, one box for pets, one for school ideas, etc.
- Students turn and talk to neighbor about ideas for writing.

Day 2

- Review teacher's ideas for writing from yesterday
- Students complete a personal table of ideas for writing.
- Share tables with partners and add to as needed.

Day 3

- Teacher models taking one idea of the list to use for writing.
- Draws a picture as a plan.
- Writes about idea/picture, rereading, and adding details.
- Students chose an idea for writing and start plans.

Day 4

- Students continue to write self selected stories utilizing teacher support, word wall, and peer help.
- Share writing (complete or incomplete) with neighbor.

Day 5

- Teacher models rereading writing and revising as necessary.
- Students finish writing from previous lesson and practice reading.
- Illustrate and share.

Assessment:

- Students' use of ideas list for writing topic.
- Students' writing.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read aloud and/or utilize "say anything" as often appropriate for each group.
- Amount of teacher support and expectations for greeting cards depend on skill level of group.
- Provide sentence frames as necessary.

First Grade English Language Development
Month of March

Reading

Literacy Objectives:

- Students will read to learn and for personal enjoyment.
- Students will respond to text.

Language Objectives:

- Students will have opportunities to read books at their level in English.
- Students will have opportunities to respond to reading.

Materials Needed:

- Leveled fiction and nonfiction books
- Book bags or boxes for storage of students' leveled books
- Chart paper, easel
- Comfortable reading spots
- Trade books or big books related to the content theme
- Multiple copies of nonfiction force and motion related texts at varying levels for guided reading
- Word Wall Board (created on poster board to be taken down after English time)
- Computers
- Recording sheets for anecdotal notes
- Reading running records

Vocabulary: response, specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content. Stop to allow students time to create mental images and share.
- Review readers respond to books. Favorite part, favorite character, questions, etc.
- Teacher models talking about favorite part of a familiar read pointing out reason or why it was favorite part.
- Students choose just right books and move to comfortable reading spots and responses.

Day 2

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Model responding about new learning when reading nonfiction.
- Students move to spots and one group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 3

- Model finding responding to text about connections.
- Students move to spots to read and one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 4

- Read aloud to students a book related to the science content, part of a book or finish book from prior lesson.
- Model writing responding about questions before, during, and after reading.
- Students move to spots to read one group reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 5

- Model how students can write responses on paper using pictures and/or words.
- Students move to spots to read independently allowing teacher to move around room to confer, with individual students, assist them in choosing something to share, and/or do running records.
- Students gather in a circle and share their written responses.

Assessment:

- Students' participation in lessons, guided groups, independent reading, and share time.
- Students' responses.
- Anecdotal notes on reading behaviors and/or progress.
- Reading running records.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- Books at varying levels for guided groups.
- Assessments tailored to levels of students.

First Grade English Language Development
Month of March

Word Study

Literacy Objectives:

- Students will use resources to understand new words.
- Students will demonstrate understanding of word meaning.

Language Objective:

- Students will sort illustrated science related content words into categories.
- Students will sort cards by meaning, sounds, and/or spelling patterns.

Materials Needed:

- Student notebooks
- Copies of word sort sheets related to science theme
- Scissors, glue sticks, pencils
- Trade book or big book related to the content theme
- Word Wall (permanent in ESL room)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content.
- Introduce social studies word sort cards and teach new vocabulary.
- Students contribute alternate categories for sorts.
- Introduce higher level word sorts as appropriate for groups.
- Provide students with sorts at their levels.
- Students work on word sorts.

Day 2

- Review different kinds of sorts.
- Provide guided practice.
- Students continue independent or partner word study work.

Day 3

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.
-

Day 4

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.

Day 5

- Students continue word study using the games, game boards, and computers introduced and laminated copies of various word sort cards.

Assessment:

- Students' participation in lesson, guided practice, and partner work.
- Students' use of new vocabulary.
- Student explanations of categories for sorting word cards.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- More or less guided practice and review of procedures depending on needs of groups.
- Different types of word sorts depending on level of group.

First Grade English Language Development
Month of March

Speaking

Literacy Objective:

- Students will practice and review new vocabulary.

Language Objective:

- Students will engage in authentic language experiences.
- Students will explain why plants are important.

Materials Needed:

- Non perishable food from plants—sunflower seeds, raisins, orange juice
- Chart paper, easel, whiteboard, markers
- Trade books or big books related to the content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from science curriculum

Procedures:

Day 1

- Play Simon says using movement such as take your hand and pull other arm over your head, pretend that you are pushing a huge rock, etc.
- Tell students that they will be exploring with trains, marbles, and magnets to observe how things move.
- Introduce materials and review rules for sharing with peers and caring for materials.
- Remind them of their science job of observing.
- Separate students in three groups to start exploring with one of the materials and they will rotate to other two tomorrow.

Day 2

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson.
- Review the exploration materials and continue with two rotations for previous day.

Day 3

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson and discuss.
- Review the materials from exploration and allow students to demonstrate how they made objects move.
- List on chart paper and go back and decide which ones were pushes and which were pulls.

Day 4

- Read aloud to students a book related to the content theme, part of a book or finish book from prior lesson and discuss.
- Demonstrate how students working in groups will create mazes with blocks standing on sides and blow on the ping pong balls through straws to make them move through the maze.
- Student groups meet to talk, explore materials, and draw a plan of the maze.

Day 5

- Students create mazes from previous lesson and work together to get balls through them.
- Alter mazes as needed or create a new one if time.
- Discuss results and share observations.

Assessment:

- Students' participation in lessons, partner work, and share time.
- Students' conversations during free exploration and mazes.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.

First Grade English Language Development
Month of April

Theme: Animals
Enduring Question: How do I survive?

Science Content Area Objectives:

- Students will compare several ways that animals can move.
- Students will explain the function of various animal coverings.

Writing

Literacy Objectives:

- Students will write nonfiction sentences about an animal.
- Students will write across content areas.

Language Objectives:

- Students will write nonfiction sentences in English.
- Students will use a graphic organizer to prepare to write.

Materials Needed:

- Paper, pencils, crayons, markers
- Chart paper, easel or Smart board
- Trade book or big book related to content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Photos of animals
- Nonfiction books on animals and varying levels

Vocabulary: nonfiction, specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to the content theme and discuss.
- Discuss differences between fiction and nonfiction.
- Study photo of an animal, refer to a nonfiction book for more information if needed, and model listing facts about it on a web.
- Model writing several sentences about an animal. Include examples that are fiction. Point them out if the students do not catch them.
- Revise and read.

Day 2

- Let students choose an animal photo and a book about that animal.
- Lead students through process of listing facts in a web about the animal.

Day 3

- Review animal webs from previous lesson and add to them if necessary.
- Students write nonfiction sentences about animals.

- Share with partners and revise as necessary.

Day 4

- Students finish mini animal reports and draw a diagram of the animal.
- Practice reading and share.

Day 5

- Students can choose to publish their nonfiction animal work on a computer, write about another animal, or continue their work on the same animal.
- Share what they worked on for the period.

Assessment:

- Students' webs and mini animal reports.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read aloud and/or utilize "say anything" as often appropriate for each group.
- Amount of teacher support and expectations for greeting cards depend on skill level of group.
- Provide sentence frames as necessary.

First Grade English Language Development
Month of April

Reading

Literacy Objective:

- Students will read to learn.
- Students will understand how layout and text features contribute to meaning.

Language Objectives:

- Students will have opportunities to read books at their level in English.
- Students will have opportunities to share learning from nonfiction books.

Materials Needed:

- Leveled fiction and nonfiction books
- Book bags or boxes for storage of students' leveled books
- Chart paper, easel
- Comfortable reading spots
- Trade books or big books related to the content theme
- Multiple copies of nonfiction force and motion related texts at varying levels for guided reading
- Word Wall Board (created on poster board to be taken down after English time)
- Computers
- Recording sheets for anecdotal notes
- Reading running records

Vocabulary: nonfiction, table of contents, headings, captions, glossary, specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a nonfiction animal book or part of the book.
- Review the table of contents and discuss how it helps readers.
- Students choose just right nonfiction books and move to comfortable reading spots.

Day 2

- Read aloud to students a nonfiction animal book or part of the book.
- Review headings in nonfiction and discuss how they help readers of nonfiction.
- Students move to spots and one group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 3

- Read aloud to students a nonfiction animal book or part of the book.
- Review captions in nonfiction and discuss how they help readers of nonfiction.
- Students move to spots and one group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 4

- Read aloud to students a nonfiction animal book or part of the book.
- Review highlighted/underlined text in nonfiction and discuss how they help readers of nonfiction.
- Students move to spots and one group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.

Day 5

- Read aloud to students a nonfiction animal book or part of the book.
- Review glossaries in nonfiction and discuss how they help readers of nonfiction.
- Students move to spots and one group of students reads at the computers.
- Teacher guides one group of students in reading science related nonfiction.
- Students gather in a circle and share one characteristic of nonfiction and how it helped them read nonfiction during the week.

Assessment:

- Students' participation in lessons, guided groups, independent reading, and share time.
- Anecdotal notes on reading behaviors and/or progress.
- Reading running records.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- Books at varying levels for guided groups.
- Assessments tailored to levels of students.

First Grade English Language Development
Month of April

Word Study

Literacy Objectives:

- Students will use resources to understand new words.
- Students will demonstrate understanding of word meaning.

Language Objective:

- Students will sort illustrated science related content words into categories.
- Students will sort cards by sounds, meanings, or spelling patterns.

Materials Needed:

- Student notebooks
- Copies of word sort sheets related to science theme
- Scissors, glue sticks, pencils
- Trade book or big book related to the content theme
- Word Wall (permanent in ESL room)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from science curriculum

Procedures:

Day 1

- Read aloud to students a book related to science content.
- Introduce social studies word sort cards and teach new vocabulary.
- Students contribute alternate categories for sorts.
- Introduce higher level word sorts as appropriate for groups.
- Provide students with sorts at their levels.
- Students work on word sorts.

Day 2

- Review different kinds of sorts.
- Provide guided practice.
- Students continue independent or partner word study work.

Day 3

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.

Day 4

- Students work with partners on appropriate sorts.
- Check with teacher, glue in notebooks, date, and label.
- Students read their notebooks.

Day 5

- Students continue word study using the games, game boards, and computers introduced and laminated copies of various word sort cards.

Assessment:

- Students' participation in lesson, guided practice, and partner work.
- Students' use of new vocabulary.
- Student explanations of categories for sorting word cards.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.
- More or less guided practice and review of procedures depending on needs of groups.
- Different types of word sorts depending on level of group.

First Grade English Language Development
Month of April

Speaking

Literacy Objective:

- Students will practice and review new vocabulary.

Language Objectives:

- Students will explain how animal move.
- Students will explain how the categorized animals and why.

Materials Needed:

- Photo animal floor puzzles
- Magnetic animal sorting center (allows students to change categories of movement, number of feet, coverings, habitat)
- Photo animal bingo game
- Chart paper, easel, whiteboard, markers
- Trade books or big books related to the content theme
- Word Wall Board (created on poster board to be taken down after English time)
- Basket of trade books related to theme for book browsing if students finish early

Vocabulary: specific vocabulary from science curriculum

Procedures:

Day 1

- Listen to and dance to Animal Action by Greg & Steve and Animal Action 2 by Greg and Steve.
- List the animals mentioned in the songs and how they moved.
- Students suggest other animals not mentioned in the songs and the group moves like that animal.
- Show photos of a few of the animals mentioned in the songs and discuss how body parts provide a clue as to how the animal moves.
- Introduce the animal centers where the students will work the following day. (magnetic animal sort/teacher support, animal bingo/teacher led, photo floor puzzles/independent).

Day 2

- Read aloud to students a nonfiction animal book or part of a book.
- Students work in one of the animal centers.

Day 3

- Read aloud to students a nonfiction animal book or part of a book.
- Students work in a second one of the animal centers.

Day 4

- Read aloud to students a nonfiction animal book or part of a book.
- Students work in the last one of the animal centers.
- Share about their experiences in the centers.

Day 5

- Teacher models having a student tape an animal photo card to his/her back without looking. Teacher shows the animal to students and asks them about it using clues so she can guess what animal it is.
- Students each get an animal taped to their backs and ask peers about the animal to get clues.
- Students take turns guessing the animal and teacher reveals the photo to them.
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Assessment:

- Students' participation in lessons, partner work, and share time.
- Students' conversations during free exploration and mazes.

Differentiation:

- Read trade book at appropriate difficulty level for each group.
- Pre teach vocabulary for read alouds and/or utilize "say anything" as often appropriate for each group.