fully access science content understandings and also develop the English language and literacy abilities needed to interact meaningfully with the science content.

Snapshot 3.6 Designated ELD Connected to Science in Kindergarten

Mr. Hunt often provides opportunities for his kindergarteners to explore science concepts using toy models or real objects (e.g., real earthworms and soil, toys with wheels). The children in his class observe the natural world (e.g., in the school garden, at a science literacy station) and record and discuss their observations with one another. He also reads aloud many informational texts and shows videos containing information on the science concepts in focus. Each day, he has his students write (or dictate) and draw about what they are learning in their science journals. Some of the language in the science texts and tasks that are new for his EL children are domain-specific vocabulary (e.g., *soil, root, stem, germination, sprout*), general academic vocabulary (e.g., *emerge, develop, delicate*), and prepositional phrases (e.g., *in the ground, for three weeks*).

Mr. Hunt provides structured opportunities for his EL children to use new language they are learning in meaningful ways in both science and designated ELD time. For example, during a science unit on insects, he has the children use models of insects and their science observation logs, which contain drawings with labels and short descriptions of observations, to *describe or explain* the science concepts they are learning about to partners (e.g., structure and function of insect anatomy, behavior, habitat). He prompts the children to use domain-specific vocabulary (e.g., *antennae, wings, abdomen*), and he supports them with open sentence frames that target particular grammatical structures (e.g., *When the bee lands on the flower, ___).*

Mr. Hunt differentiates instruction depending on the group with which he is working. For example, he discusses with all of the children during designated ELD ways in which they can *select language resources* and *expand and enrich their ideas* to be more precise and detailed when they orally describe the insects they are learning about. For students at the Emerging level of English language proficiency, he structures opportunities for them to use precise, domain-specific words (e.g., larva, thorax) when they describe their ideas; add a familiar adjective (e.g., big, small, green) to their nouns; and use simple prepositional phrases (e.g., on the leaf) to add detail to their sentences.

He shows EL students at the Expanding level how to *expand and enrich* their ideas in a growing number of ways. For example, he shows them how to add the prepositional phrases “with full pollen baskets” and “around the flowers” to the sentence “The bee is flying.” This creates the more detailed sentence, “The bee with full pollen baskets is flying around the flowers.”

He discusses the meaning of these sentences, provides the children with many opportunities to experiment with orally expanding and enriching their ideas in similar ways, and shows them where these types of sentences occur in the texts he is reading to them.

He also works with the children to *connect their ideas* by combining sentences. He guides

children at the Emerging level of language proficiency to construct the following types of compound sentences:

Bees are insects. Bees make honey. → Bees are insects, and they make honey.

When he works with his EL students at the Expanding level of English language proficiency, he guides them to construct the following types of complex sentences:

Bees are insects. Bees make honey. → Bees are insects *that* make honey.

In ELA and science, Mr. Hunt encourages his EL students to use the language they have been learning in designated ELD in oral and written tasks. For example, when the students write about the observations they've made in the garden, Mr. Hunt prompts them to expand and enrich their sentences, as well as to connect them.

CA ELD Standards*:* ELD.PI.K.6, 12b;; ELD.PII.K.4-6

Related CA CCSS for ELA/Literacy: RI.K.1-2, SL.K.2-3,SL.K.5, W.K.2, L.K.4, L.K.6

Related Next Generation Science Standards:

K LS1-1 - Use observations to describe patterns of what plants and animals (including humans) need to survive.

Snapshot 3.7 provides an idea about how kindergarten teachers in an alternative dual language program might provide designated ELD to their EL students in ways that build into and from the learning experiences that occur throughout the day. The ideas provided below are not exclusive to dual language programs, nor are they intended to represent the only way that alternative dual language programs should approach designated ELD.

Snapshot 3.7 Learning Two Languages in an Alternative Dual Language Kindergarten

New Horizons Academy is a Two-Way Bilingual Education (TWBE) TK-12 School with the goals of bilingualism, biliteracy, high academic achievement in both English and Spanish, and cross-cultural understandings. When they enter the TK and kindergarten programs, about one-third of the school's students are Spanish-dominant, about one-third are English-dominant, and about one-third are English-proficient bilingual (Spanish-English) students from homes where both languages are spoken. By the time they graduate, all students receive California's Seal of Biliteracy. Recognizing that Spanish-dominant students who develop advanced literacy in Spanish are more successful in both English and Spanish, the school has a strong commitment to full development of both advanced Spanish and English through high school.

Social justice and cultural awareness are major emphases at the school. Beginning in the earliest years, students learn about how to care deeply about themselves and about others. Not only do they

