

language proficiency struggled to communicate in English, and two used their primary language to share ideas for a couple of the questions. However, by the third read, all three spoke more confidently, using short phrases in English and the sentence frames he provided. He makes a note to ask his teaching colleagues for ideas about supporting these students to participate more actively in English on the first read. At the same time, he's pleased that they listened actively during the first read and that after hearing the story repeatedly, they were able to communicate their ideas in English. Returning to his notes, Mr. Nguyen is also pleased to see that the three children with moderate intellectual disabilities were engaged during all three read alouds, and he attributes this to the scaffolding and structure he provided.

Mr. Nguyen sends home an information sheet—provided in English and in the primary language of the EL children—with ideas for parents to interact with their children when reading aloud to them at home.

Sources: Lesson adapted from Beck and McKeown (2007), McGee and Schickedanz (2007), Ota and Spycher (2011)

### Resources

Web sites:

- Colorín Colorado has read aloud tips for parents (<http://www.colorincolorado.org/guides/readingtips/>) in eleven languages (<http://www.colorincolorado.org>).
- D.E.A.R. (drop everything and read) with families short video (<https://www.teachingchannel.org/>)

Recommended reading:

McGee, Lea M., and Judith A. Schickedanz. 2007. Repeated Interactive Read Alouds in Preschool and Kindergarten. *The Reading Teacher*, 60 (8): 742–751. (<http://www.readingrockets.org/article/16287>).

### ***Designated ELD Vignette***

The example in the ELA/literacy vignette above illustrates good teaching for all students with a particular focus on the needs of EL children and children with disabilities. In addition to good first teaching, EL children benefit from intentional and purposeful designated ELD instruction, which Vignette 3.4 illustrates.

### **Vignette 3.4 Designated ELD Instruction in Kindergarten: General Academic Vocabulary Instruction from Storybooks**

#### **Background:**

Mr. Nguyen has just read his students the story *Wolf* by Becky Bloom and Pascal Biet (see Vignette 3.3). During the interactive read aloud, he paused when he came to several general academic vocabulary words to point to illustrations showing the meanings of the words or act out or explain their meanings. Despite this embedded vocabulary instruction, Mr. Nguyen has observed that many of his ELs have a hard time understanding or using the words orally. He wants all of his students to be able to understand these types of words when he reads them stories and use the words when they retell stories or compose their own original stories. He explicitly teaches some general academic vocabulary during ELA instruction. However, he also uses part of his designated ELD time to teach additional general academic words explicitly so that his EL students can rapidly build their vocabulary repertoires in ways that are tailored to their specific language learning needs.

#### **Lesson Context:**

Mr. Nguyen and his kindergarten teaching team plan their vocabulary lessons together. They use a structured routine for teaching vocabulary that the children know well and enjoy because it makes learning the new words fun. The lesson incorporates several key elements:

- contextualizing the word in the story,
- providing a child-friendly explanation of its meaning along several examples of the word used meaningfully, and
- ample opportunities for the children to practice using the word with appropriate levels of scaffolding.

The kindergarten teachers teach 4-5 words per week during ELA instruction using a predictable routine. They use the same routine to teach additional words, when needed, during designated ELD instruction. The teachers develop the children’s knowledge of the words over time by using the words frequently themselves throughout the day and by providing ample opportunities for the children to use the words in meaningful ways. The lesson-planning template the team uses is provided below.

| <b>General Academic Vocabulary Instruction - Lesson Plan Template<br/>(Whole group and small group)</b>  |           |          |
|--|-----------|----------|
| Story:<br>Word:<br>Cognates:<br>Timing: (should take 5-10 min., depending on the word)   |           |          |
| Routine: <ol style="list-style-type: none"> <li>1. Tell the students the word, and briefly show them the place in the story where they first heard it. Tell students any cognates in the students’ primary language (e.g., <i>furious</i> in English is <i>furioso</i> in Spanish).</li> <li>2. Explain what the word means in child-friendly terms (1-2 sentences). Use of the word in complete sentences so you don’t sound like a dictionary.</li> <li>3. Explain what the word means in the context of the story.</li> <li>4. Provide a few examples of how the word can be used in other grade-appropriate ways.</li> <li>5. Guide students to use the word meaningfully in one or two think-pair-shares (three, if needed), with appropriate scaffolding (using a picture for a prompt, open sentence frames, etc.).</li> <li>6. Ask short-answer questions to check for understanding (not a test – they’re still learning the word).</li> <li>7. Find ways to use the word a lot from now on, and encourage the children to use the word as much as they can. Tell them to teach the word to their parents when they go home.</li> </ol> |           |          |
| <b>If taught in small groups for ELD</b>   |           |          |
| Children in group (names):<br>EL proficiency level: Emerging, Expanding, Bridging<br>Differentiated sentence frames for step 5 (see CA ELD Standards):   |           |          |
| Emerging   | Expanding | Bridging |
|  |           |          |

Mr. Nguyen teaches designated ELD during literacy centers. While the other children are engaged in independent tasks (e.g., at the dramatic play area, the library corner, the listening station, the writing station), he works with small groups of EL children at the same English language proficiency level so that he can focus on their particular language learning needs. The learning target and cluster of CA ELD Standards Mr. Nguyen is focusing on today are the following:

**Learning Target:** The students will use general academic vocabulary meaningfully in complex sentences.

**CA ELD Standards (Expanding):** *ELD.PI.K.12b - Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning ... ; ELD.PII.K.6 - Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) ...*

### Lesson Excerpt:

Mr. Nguyen sits at the teaching table facing five of his EL students who are at the Expanding level of English language proficiency. He shows them the book they read that morning, “Wolf,” and briefly summarizes the plot of the story. Next, he tells them about the new word they’re going to learn to use: *ignore*.

Mr. Nguyen: (Showing the illustration.) Today, you’re going to learn a new word: ignore. Let’s all say that together. In the story when the Wolf tried to scare the other animals, they just ignored him. When you ignore someone or something, you don’t pay attention to it at all. You pretend it’s not there. In the story, the animals ignored the Wolf – or pretended he wasn’t there – because they wanted to read their books.

Mr. Nguyen tells the children some other ways the word can be used so that they have models for using the word in different situations.

Mr. Nguyen: You can use this word a lot and probably every day. For example, this morning, I noticed that Hector ignored a friend who was trying to play with him while I was reading you this story. Hector didn’t pay attention to him at all because he wanted to listen to the story. Sometimes when I’m trying to take a nap, there’s noise outside my house, but I just have to ignore it so I can go to sleep. Take a look at this picture. Sometimes, my dog ignores me when I call her. She just pretends I’m not there, and I have to tell her “Please don’t ignore me.”

By this point, the children have a good idea of what the word means, and now it’s their turn to use it. Mr. Nguyen provides a structure the students are familiar with (think-pair-share), linguistic support (open sentence frames), and a good question to promote thinking and their meaningful use of the word.

Mr. Nguyen: Now it’s time for you to use the word. Here’s a picture of a baby bothering a dog (shows picture). It looks like the dog is ignoring the baby. Why do you think the dog is ignoring the baby? (Waits several seconds for students to do their own thinking.) I’m not sure what you were thinking, but I’m thinking that maybe he’s ignoring the baby because he’s a lot bigger than the baby, and he doesn’t want to hurt her. Maybe he’s ignoring the baby because he doesn’t care if she pulls his ears. You can use your idea, or you can use my idea. Now you get to tell your partner the idea. Use this sentence frame: The dog is ignoring the baby because \_\_\_\_.

After the children say the sentence frame with Mr. Nguyen, they turn to their partner to share their idea. Mr. Nguyen makes sure that his sentence frames contain the new word and that they’re “open,” meaning that children can use the frame as a springboard to add a lot, and not just one or two words. He also makes sure to think about the grammatical structure of his sentence frames and to constantly stretch his students linguistically. The sentence frame he uses is a complex sentence, and he’d like for his students to use complex sentences to show the relationship between two ideas more often, rather than only using simple sentences to express themselves. He listens as the children share their ideas.

Marco: The dog is ignoring the baby because he’s a lot bigger. Maybe he doesn’t want to hurt it.

Alexi: The dog is ignoring the baby because he likes it.

Mr. Nguyen: Can you say a little more? What does he like?

Alexi: When she goes on him and pulls him. He loves the baby.

Mr. Nguyen: So he's ignoring the baby because he loves her, and he doesn't care if she pulls on his ears?

Alexi: (Nodding.) He ignoring her because he loves her, and he doesn't care if she hurt him.

Mr. Nguyen does not correct Alexi and require him to say "he's ignoring her" or "she hurts him" because he wants to keep Alexi's focus on the meaningful use of the word *ignore*. However, he makes a note in his observation log to address this grammatical point in another lesson. He asks the children another question and has them share their ideas with a partner, and then he asks them some short-answer questions to reinforce their understanding.

Mr. Nguyen: Now we're going to play a little game. If what I say is a good example of something you should ignore, say "ignore." If it's not, say "don't ignore." Your friend wants to play with you during circle time.

Children: (In unison.) Ignore.

Mr. Nguyen: Your friend falls off the swing and hurts herself.

Children: (In unison.) Don't ignore.

At the end of the lesson, Mr. Nguyen returns to the places where the word *ignore* appears in the story and briefly reminds the children of how it was used. The vocabulary lesson has taken about eight minutes, and now the children have a solid foundation for using the word and for understanding the word when they encounter it again in *Wolf* (when Mr. Nguyen reads it again) and in other stories.

Mr. Nguyen will continue to develop the children's knowledge of the word over time and will encourage the students to use the word meaningfully. For example, he will encourage the student to "ignore" the sounds outside as they are enjoying quiet reading time. He will also encourage the children to use the word when speaking to one another ("Please don't ignore me. I want to play with you," for example). The children will also learn many other words, some taught directly and many more they are exposed to through the rich stories and informational texts Mr. Nguyen reads aloud daily. In addition, Mr. Nguyen will often choose different words to teach his ELs at the Emerging level of proficiency, words that are important to understanding the stories he reads and that the other students in the class may already know well (e.g., dangerous, practice), as well as some everyday words the children may not pick on their own (e.g., town, village, farm).

### Teacher Reflection and Next Steps:

Over the next week, Mr. Nguyen observes the children closely as they speak and write to see if they begin to use the words he's taught them. He deliberately finds ways to use the new words several times each day for the next week, and he posts the new words, along with the picture that depict or trigger a reminder of the meanings of the words (e.g., the dog and the baby) on the class "Big Kids Words" wall. Each week, he sends home a sheet with the new words and a supportive illustration so that his students can "teach" their parents the new words they're learning and so that parents can reinforce the learning.

Sources: Lesson adapted from Beck and McKeown (2001); Silverman (2007); Spycher (2009)

### Resources

Web site:

- Colorín Colorado has information about selecting vocabulary words to teach to ELs. (<http://www.colorincolorado.org/educators/content/vocabulary/>)

Recommended reading:

Beck, Isabel, Margaret McKeown, and Linda Kucan, 2002. "Taking Delight in Words: Using Oral Language To Build Young Children's Vocabularies." Colorín Colorado. (<http://www.readingrockets.org/article/11917>).

Spycher, Pamela 2009. "Learning Academic Language through Science in Two Linguistically Diverse Classrooms." *Elementary School Journal* (109) 4: 359-379.  
(<http://www.jstor.org/discover/10.1086/593938?uid=3739560&uid=2&uid=4&uid=3739256&sid=21104408212627>).

## Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, Standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or another of the themes presented in this chapter (meaning making, effective expression, language development, content knowledge, and foundational skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every child because each child comes to teachers with unique needs, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners and capitalize on opportunities for collaboration with colleagues and others (see Figure 3.27).

Kindergarten children have just embarked on the voyage of their lifetime. The world of words, stories, and ideas is a new adventure for them, and they bring fresh eyes to every schooling event. May those eyes find excitement in new concepts, comfort in familiar tales, and new-found pride in the skills and knowledge so recently acquired.