

Differentiating Instruction for ELL
In TWBI Programs: The 4X4 Model

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DIFFERENTIATING INSTRUCTION FOR ENGLISH LEARNERS: THE 4X4 MODEL

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In designing integrated thematic instruction for English Learners (EL) in programs designed for students who are acquiring English or in mainstream classrooms where EL are enrolled, the teacher may use the questions, guidelines and structure presented below for planning purposes. The objective of this reflection is to tailor instruction to meet the learning needs of EL with varying levels of English proficiency.

I. Theme Selection and Goals

Questions:

1. Who are the students for whom the thematic unit is planned in terms of language and cultural characteristics?
2. Why have I chosen this theme? How does the theme fit into the grade level state curriculum framework?
3. What important principles and concepts will my students retain from this unit?
4. How will I structure my classroom to carry out the activities?

II. Staging the Concepts

Questions:

1. How will the students' interest and motivation to learn the topic be awakened?
2. What do the students already know about the topic?
3. What are the students interested in learning about the topic?
4. How does what the students know and want to learn, match with what is covered in the textbook or storybook?
5. What kind of graphic organizers, films or visuals will I use to discover what students know and want to learn? Examples are KWL procedures, a film and discussion, graphic organizers, etc.
6. What few concepts do I as a teacher believe are the most useful and important for my students to learn from this unit of the text or literature book in terms of: a) their ability to continue on in the text or language arts sequence with a good foundation? b) their general knowledge of the content area (i.e. in history: How development occurs; how society changes; how the economics of a region shape history, etc.)?

III. Vocabulary

Questions:

1. How will I have students at different levels of language proficiency practice using this vocabulary with the appropriate oral or written focus in a meaningful way?
2. What level of linguistic and conceptual complexity can my students handle successfully, with a challenge but without becoming frustrated?

3. What vocabulary will I teach because it is most important to understanding the content and/or useful for enriching students' conceptual level?
4. How do I teach this vocabulary in context without merely assigning them dictionary work to look up isolated definitions?

IV. The Reading Selection

Questions:

1. What elements of the content-area or literature text will be easy for my limited English proficient students to understand? What elements will be difficult?
2. What paragraph from the content-area lessons in the textbook or from the literature or readings can I select to simplify by paraphrasing to focus on vocabulary and concept learning without "overloading" my students with difficulty in reading?
3. What types of reading activities will I use to reduce the difficulty of the reading text and ensure comprehension of the language and content? (For example, cooperative groups with comprehension questions, schematic mapping.)

V. Guided Practice

Questions:

1. How will I organize the new concepts I have selected to teach and guide students step by step through this organizational schema?
2. What configuration of individual or group activities will I use to have them practice the concepts and manipulate the language of the lesson?
3. What reading and writing activities will the students participate in, with the teacher, with each other, and/or on their own?

VI. Evaluation

Questions:

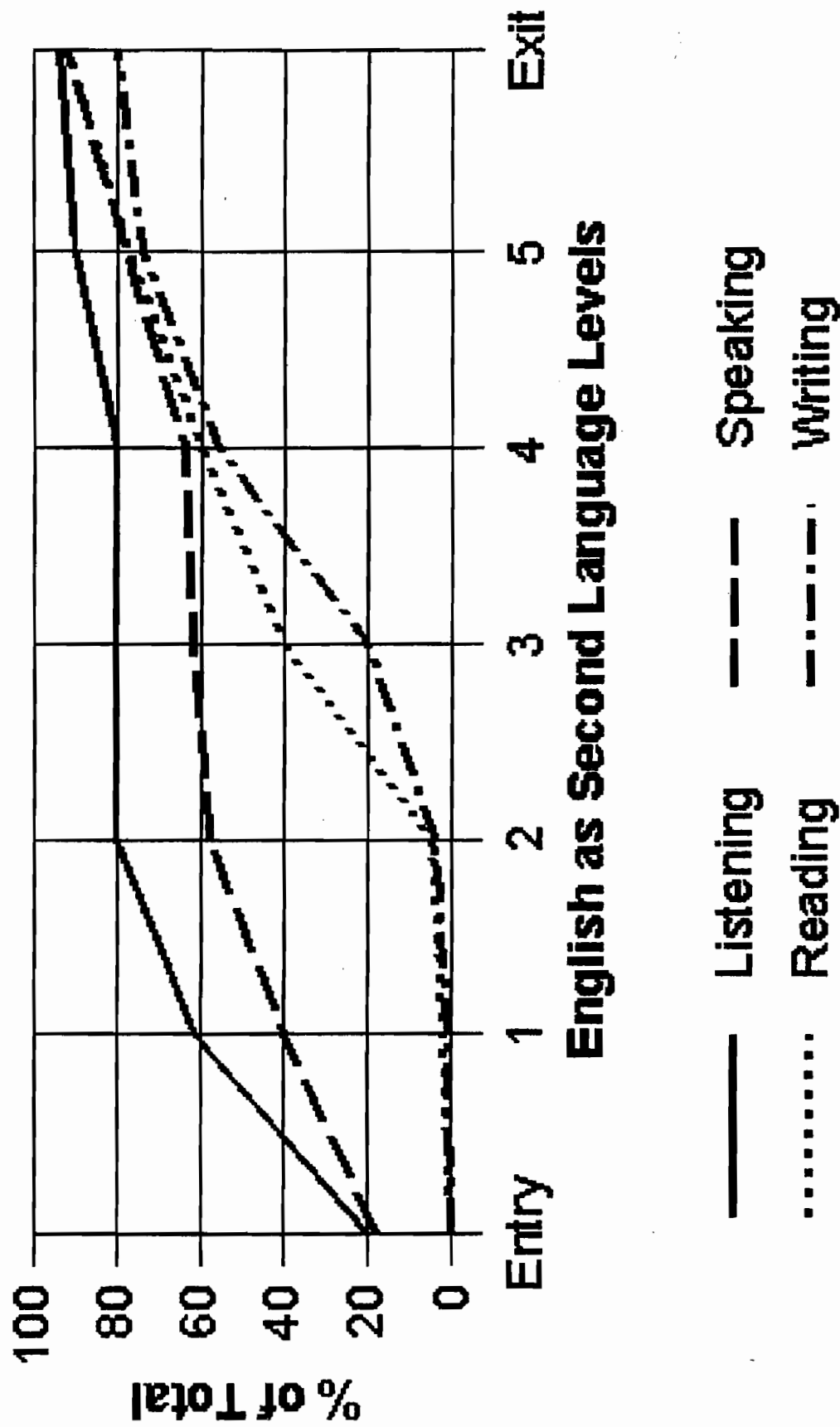
1. What product or display will demonstrate to me that students have learned the concepts and vocabulary to the best of their ability?
2. How will I determine what I need to re-teach or review with some students and which students can go on to more complex levels of understanding of the concepts or vocabulary? (Examples: tests, pre- and post- writing samples, reports, etc.)
3. How will I reward or recognize students' efforts to learn and their progress in the unit in a way that will build their confidence and self-esteem?

Resources:

Mora, J.K. (2006). Differentiating instruction for English Learners: The Four-by-Four Model. In T.A. Young & N. L. Hadaway (Eds.). *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms*. Newark, DE: International Reading Association, pp. 24-40.

Dr. Mora's CLAD Website, San Diego State University
<http://coe.sdsu.edu/people/jmora>

Natural Progression of Language Development



English as Second Language Levels

- Listening
- Reading
- - - - Speaking
- . - . - Writing

De Avila, E. (1997, November). Setting expected gains for non and limited English proficient students. NCBE Resource Collection Series No. 8. Arlington, VA: National Clearinghouse for Bilingual Education.

**Expected Gains in L2 Language Proficiency
Language Proficiency Scales (De Avila, 1997)**

<i>Time Learning L2 in Academic Setting</i>	<i>Average LAS Points Gained</i>	<i>Expected LAS Score 1-100</i>	<i>Proficiency Level</i>
End of Year 1	15-30 points	35	High Level 1
End of Year 2	20 points	55	Low Level 2
End of Year 3	10 points	65	High Level 2
End of Year 4	5 points	70	Level 3
End of Year 5 *or Beyond	10 + points	80	Level 4 or 5

*Depending on an array of cognitive and literacy development factors

LANGUAGE ASSESSMENT SCALES (LAS) PROFICIENCY RATINGS COMMUNICATIVE COMPETENCE
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Proficiency Level 1 Receptive/Passive

1. Listens passively
2. Listens attentively & watches for cues
3. Produces some non-verbal responses
4. Depends upon concrete objects or situations for linguistic meaning
5. Produces some isolated words and expressions
6. Points to or labels objects
7. May respond in the "other" language
8. Acquires single vocabulary items easily

Proficiency Level 2 Concrete/Functional

1. Produces some verbal rituals
2. Produces words, phrases and some simple sentences
3. Labels and categorizes
4. Asks simple questions (may be syntactically awkward) about concrete objects and familiar situations
5. Establishes social contacts
6. Participates in games
7. Cannot use past tense
8. Can discuss story read or told to him/her in a limited fashion that may "embellish" on the story line with known elements
9. May respond partially or completely in the "other" language

Proficiency Level 3 Conceptual/Purposeful

1. Uses language purposefully, adapting form and content to situation
2. Expresses opinions
3. Expresses reasons for opinions
4. Corrects own language
5. Uses language to clarify, promise, assert, request, command, requests, interrupt, apologize, give directions
6. Opens and closes conversations
7. Produces complete sentences with systematic errors in syntax

8. Can produce sufficient vocabulary and facts necessary to retell a story told to him/her; however, has difficulty in combining the words with ease and fluency
9. Can read with help what s/he understands orally
10. May code switch frequently

Proficiency Level 4-5 Creative Generation/Problem Solving

1. Uses language to "figure things out" or solve problems through questioning and information processing
2. Anticipates consequences of actions; cause and effect analysis possible
3. Exhibits meta-linguistic awareness
4. Generates new rules or variations of games
5. Plans strategies
6. Hypothesizes variant stories or story endings
7. Thinks critically
8. Talks about thinking
9. Suggests solutions to math and science problems
10. If bilingual, may occasionally interject a word or phrase from the "other" language; code switching usually deliberate based on situational and/or cultural variables.

LANGUAGE ASSESSMENT SCALES (LAS) PROFICIENCY RATINGS

LINGUISTIC PROFICIENCIES

English-Proficiency Level 1

1. Yes/no
2. Positive statements
3. Present (habitual)
4. Possessive pronouns: *my, your, mine*
5. Simple plurals
6. Subject pronouns
7. Possessive 's and s'
8. Simple negation (no)
9. Adjectives

English-Proficiency Level 2

1. Verbs: present progressive
2. Conjunctions: *and, but, or, because, so, as*
3. Questions: *who, what, which, where*
4. Irregular plurals
5. Simple future (going to)
6. Prepositions
7. Possessive pronouns: *his, her, their, our*
8. Direct object pronouns

English-Proficiency Level 3

1. Verbs: future (will)
2. *When* and *how* questions
3. Conjunctions: *either/or, neither/nor, that, since*
4. Verbs: regular past
5. *Why* questions
6. Contractions
7. Modals (can, do)
8. Commands
9. Negatives other than *no*: *nobody, never, nothing*

English-Proficiency Levels 4-5

1. Verbs: irregular past
2. Past tense questions
3. Auxiliaries
4. Passive voice
5. Verbs: conditional
6. Variety of verb forms
7. Verbs: imperfect tense
8. Conjunctions: *though, therefore*
9. Verbs: subjunctive
10. Lexical development

Level 1 Language Learners

JKMora

Language Abilities

These students are in the pre-production stage of English in which their speaking and understanding is limited to a few words and phrases.

Listening

Contextual Clues

Building Listening Vocabulary

Following Simple Directions

Anticipating Information

Discriminating Sounds and Words

Curriculum Framework

Speaking

Patterned Responses

Simple Requests

Commonly Used Vocabulary

Simple Recall

Simple Recounting

Reading

Sight Words

High Frequency Words

Language Experience Stories

Writing

Modified Cloze

Sentence Completion

Level 2 Language Learners

JKMora

Language Abilities

These students speak and/or understand some English. They can construct sentences, but must be conscious of the process to do so. Their control of structure is limited and their vocabulary is restricted to the concrete, context-related and practical.

Speaking

Curriculum Framework

Listening

Understanding Main Ideas

Contextual Vocabulary Building

Following Series of Directions

Discriminating Sounds (Minimal Pairs)

Retelling Short Stories

Paraphrasing

Defining Vocabulary through Synonyms, Antonyms, etc.

Using Idiomatic Expressions

Role Playing

Reading

Decoding (Sight Words & Phonics)

Simplified Text

Guided and Shared Reading

Writing

Sight Word Spelling

Sentence Transformation

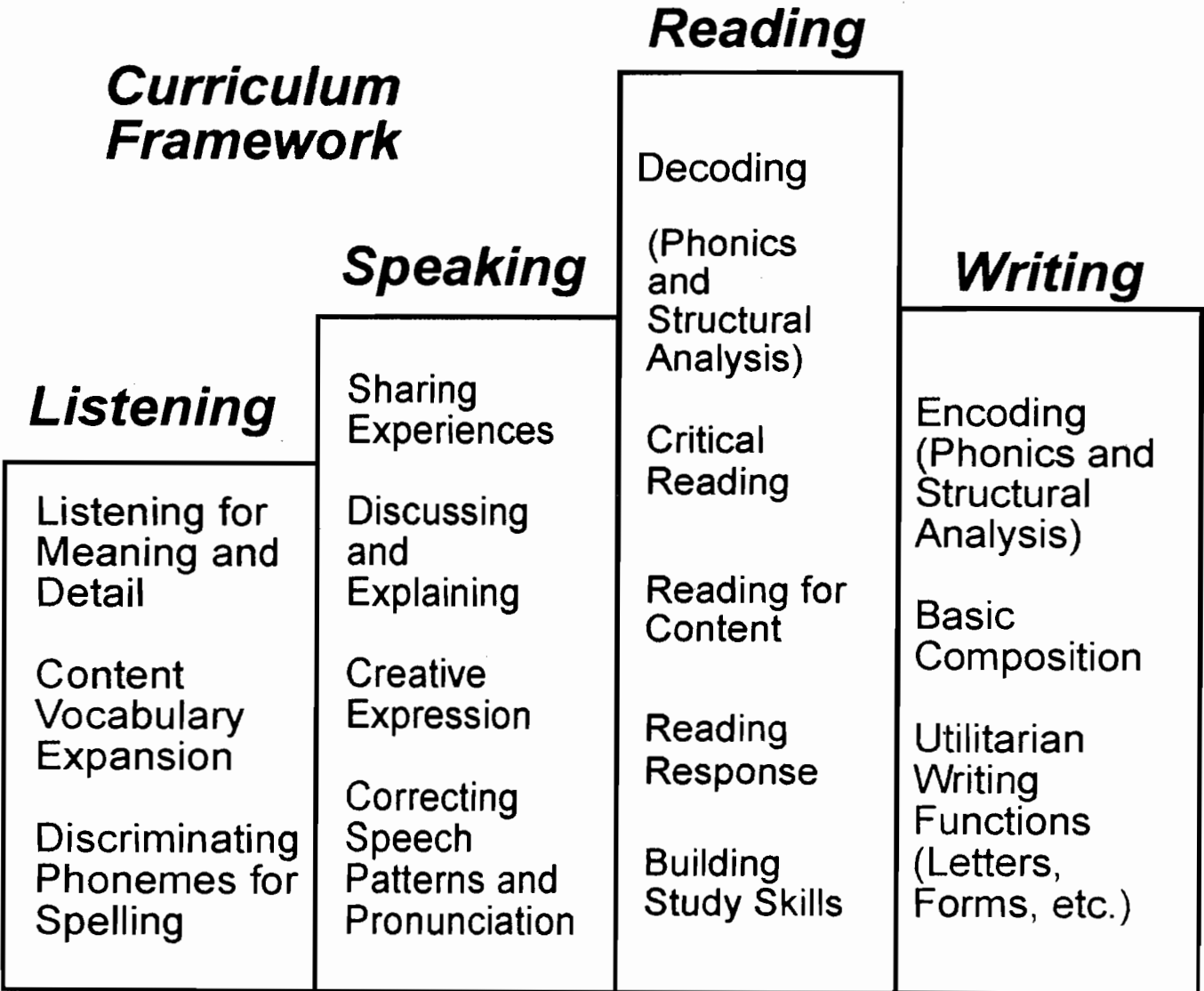
Structured Narratives

Level 3 Language Learners

JKMora

Language Abilities

These students speak and/or understand enough English for communication but have difficulty performing ordinary classwork in English. They can construct sentences to express their own ideas but cannot understand more abstract or academic language.



Level 4 Language Learners

JKMora

Language Abilities

These students have an intermediate fluency level of English that allows them to develop academic concepts and vocabulary in the content areas of social studies, science, mathematics and literary studies but requires specialized strategies (SDAIE).

Curriculum Framework		Reading	Writing
	Speaking		
Listening	Oral presentations and reports	Developing Content-area Concepts	Schematic mapping and concept clusters
Note-taking and outlining from lectures	Contributing ideas to group tasks	Identifying characters, setting and plot in literature	Modelled writing
Defining technical vocabulary	Defining and explaining concepts	Organizing and outlining	News stories
Discerning important information	Asking questions for information	Applying critical thinking skills	Formatted essays
		Applying and expanding on background experience	Journaling
			Basic research and library projects
			Reports

Text Analysis

Jill Kerper Mora

Access to content-area textbooks for English Learners (EL) is an area of planning and implementation of instruction that requires analysis and adjustments for secondary students. Analyze the match between the reading material or textbook and EL students' language proficiency and background knowledge by asking the following questions:

1. What features of the textbook make the content and concepts more accessible for the EL reader? Examples are the use of graphics, highlighted text, margin notes, guide questions, a glossary of terms, etc.
2. What is the level of “concept load” of the text? Is the text “dense” in terms of the number of new ideas or concepts introduced and explained in the flow of the narrative or exposition? Are new ideas and terms sufficiently described, defined or elaborated so as to build an understanding of related concepts or ideas to follow?
3. In a narrative text or academic essay, what is the author's intent or purpose? What does he/she wish to convey to the reader? Information? A mood or feeling? A new understanding or interpretation of a concept or idea? A description of a person or character?
4. How is the text structured? What is the function of each paragraph or sections? Do the types of paragraphs vary? Is there a repeated pattern of paragraph types? Do paragraphs have a clear statement of purpose or main idea? What sequence or order of exposition is followed? How are the ideas woven together into a cohesive text?
5. What background knowledge must the reader have in order to understand the text? Are there experiences the reader must have had, either in reality or vicariously, to comprehend the passage? Are these experiences specific to a particular culture, region or group of people?
6. What specific vocabulary in the text will be unfamiliar to the EL reader? Is the vocabulary essential to understanding the overall meaning of the text?
7. Which words will be difficult for beginning readers to decode using phonics? Are these words that are key to the overall meaning of the passage?
8. Are idiomatic expressions or jargon that might be unfamiliar to L2 readers used in the passage? If so, can these be rephrased into more simple sentences using conventional grammar?
9. Are there stylistic or literary devices where common grammatical structures are altered? Are similes and metaphors used frequently? To what extent is an easy recognition of their meaning essential to an uninterrupted flow of interpretative reading of the text?

Preparing Reading Guides

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The purpose of a reading guide is to organize and condense material from a textbook to enhance comprehension and for use as study guides and class notes, where lecture notes can be correlated to textbook information.

1. Direct students' attention to the Table of Contents. What does it tell about the textbook chapter? What are the main ideas or points covered in the chapter? How many are there? Are there subtopics or sections under each main idea? What are they? Focus on the chapter title. How does it prepare students to read the chapter with enhanced meaning? Have students formulate two or three questions about the reading based on the title.
2. Where is the main idea (thesis) of the chapter located. Have students identify section, page and paragraph. What are the section headings or subtitles?
3. After identifying the main idea (thesis), have students read the chapter summary. Have students locate points in the chapter where the ideas from the chapter summary are addressed. This could be a sentence by sentence analysis if the summary is well organized and compact.
4. Have students locate and read or write out in outline form, the topic sentence of each paragraph and the concluding sentence. Remember that the concluding sentence may not be the last sentence, since often the last sentence is a transitional sentence to the ideas presented in the next paragraph. Based on this analysis, students identify the type or purpose of each paragraph.
5. Focus on a single paragraph or a few important paragraphs and have students locate the main idea and supporting details. Write these in outline form. This is a good exercise to jigsaw, with different groups of students or individuals within a group working on different paragraphs to complete a full outline of the chapter.
6. Based on the reading guides they produce, have students write their own summary of the chapter. Adjust this activity according to the language proficiency levels and writing abilities of L2 learners so that the linguistic and cognitive demands of the task are challenging but not frustrating for the students.

Source: Snow, M. (1993). LEAP: Learning English-For-Academic-Purposes. Los Angeles, CA: CSU Los Angeles.

UTILITARIAN WRITING

Jill Kerper Mora

Writing notes and memos

Explanations
Arrangements and appointments
Instructions and procedures
Inquiries and requests
Apologies

Writing personal letters

Invitations: Acceptances and refusals
Congratulations
Commiserations
Expressing positive and negative emotions
Thank you letters
Sharing and personal anecdotes

Writing for Specific Purposes

Telegrams, E-mail messages
Personal advertisements and announcements
Instructions

Writing Descriptions

Describing people, places, objects
Describing human scenes and situations
Describing landscapes
Describing habits and conditions
Describing processes

Reporting Experiences

Reporting incidents and events
Writing biographical information
Narrating
Reporting speech

Writing to Companies and Officials

Filling out forms
Request letters
Letters of application
Giving information
Giving instructions
Letters of complaint
Letters of apology and explanation

Presenting Facts, Ideas and Opinions

Paragraph writing
Letters to the editor of a magazine or newspaper
Personal and factual reports
Essay writing

Writing Activities for L2 Learners: Sentence Transformation

Jill Kerper Mora

1. Take a basic sentence:

Juan lost his book.

2. Expand on it:

Juan lost his science book.

3. Expand again with additional information:

Juan lost his science book at the playground.

4. Combine two sentences:

Juan lost his science book. He was playing on the swings.

Juan lost his science book while playing on the swings.

Juan lost his science book while playing on the swings at the playground.

5. Make substitutions:

Juan lost his science homework ...

Juan lost his math book...etc.

6. Transform a sentence to elaborate or link ideas:

Juan lost his math book. Did Juan lose his science book, too?

7. Add information and construct a short narrative around the sentences students have created:

Juan was playing on the swings at the playground when he lost his math book. Juan also lost his science homework because it was in his math book.

Focusing on Specific Points of Grammar

<p>Subject pronouns: I, you, he, she, we, they</p> <p>Forms of verb <i>to be</i></p>	<p>_____ are running down the hill.</p> <p>_____ is going to school.</p> <p>_____ was at the school play.</p> <p>_____ were not at the school play.</p>
<p>Changes in verb tense:</p>	<p>Bill is sitting down. Bill <i>will</i> sit down.</p> <p>Mary walks too fast. Mary <i>walked</i> too fast.</p>
<p>"When" clauses</p>	<p>Mr. Black will sit down. Mr. Black will take off his coat. <i>When Mr. Black sits down, he will take off his coat.</i></p> <p>The girls will arrive at school. The bell will be ringing. <i>When the girls arrive at school, the bell will be ringing.</i></p>
<p>Relative Clauses</p>	<p>The book is on the desk. The book is red. <i>The book that is on the desk is red.</i></p> <p>The girl is in the kitchen. The girl is my sister. <i>The girl who is in the kitchen is my sister.</i></p>
<p>Negatives</p>	<p>He likes to go for a walk after dinner. <i>He doesn't like to go for a walk after dinner.</i></p> <p>Mary likes to go for a walk after dinner. <i>She isn't thinking about her homework.</i></p>
<p>Interrogatives (Is/Are)</p>	<p>John is running away from the wolf. <i>Is John running away from the wolf?</i></p>
<p>Interrogatives (Do/Does)</p>	<p>We walk to the market every afternoon. <i>Do we walk to the market every afternoon?</i> <i>Do you walk to the market every afternoon?</i></p>
<p>Interrogative (Can)</p>	<p>My brother can ride his bike to school. <i>Can my brother ride his bike to school?</i> <i>What can your brother do on his bike?</i></p>

5. Combine these words and phrases to make sentences.

Long-legged spiders sleep in the bathroom.

Scary spiders lurk inside the lamp shade.

6. Ask other questions about the theme to elicit additional responses, i.e.
When? Why?

at night

during the day

right before dawn

every day

once a week

when I'm climbing into bed

to find food

just for fun

to find a friend

to stay warm

because it's a habit

just to scare me

7. Children can write their own stories about spiders with the wide range of ideas and words to stimulate their imaginations. They can also create poetry or publish spiral books on the topic.

Based on Dewsbury, A. (1994). Writing Resource Book: First Steps. Education Department of Western Australia. Portsmouth, NH: Heinemann.

SENTENCE RECOMBINATION

Combine these sentences into a passage by using compound subjects, compound predicates and other compound sentence elements. In rewriting, be sure to include introduction and transition sentences so the passage flows smoothly.

1. People all over the world build houses.
2. People all over the world like their homes.
3. Houses are built in many shapes.
4. Houses are built in many sizes.
5. Houses are built of grass.
6. Houses are built of palm leaves.
7. Houses are built of wood.
8. Houses are built of steel.
9. Houses are built of stone.
10. Houses are built of adobe.
11. Houses are built of plaster.
12. Houses are built of concrete.
13. Houses are built of other materials.
14. The construction may be simple.
15. The construction may be complex.
16. Construction must be adapted to the climate.
17. Construction must be adapted to the materials available.
18. Construction must be adapted to the skills of the workers.

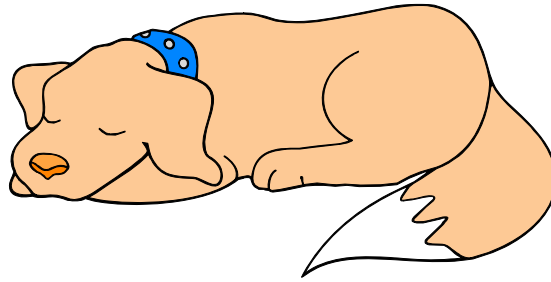
Four by Four Thematic Unit
Activities by Level and Language Skill
 Jill Kerper Mora

Directions: Classify the activities described below according to the language level and skill for which each is most appropriate in a thematic unit on transportation in the ELD/SDAIE classroom.

Language Level: 1, 2, 3 or SDAIE	Language Skill: L, S, R, W	Learning Activity
		1. Students define words dealing with modes of travel by land by selecting different terms for the same concept, i.e. car/automobile; train/locomotive.
		2. Students write a letter to the mayor of the city about putting a stop light at the school crossing.
		3. Students listen to the story <i>The Little Engine That Could</i> and repeat the engine's words "I think I can" as the teacher reads the story out loud.
		4. Students practice asking the question, "May I bring my bike (<i>skateboard, scooter, motorcycle, tricycle, etc.</i>) to school tomorrow?"
		5. Students retell the story <i>The Little Engine That Could</i> in a few short sentences using their own words.
		6. Students practice phonics skills using words from the <i>Word Bank</i> on transportation.
		7. Pairs of students drill each other with flashcards to read and say 15 key words from the <i>Word Bank</i> .
		8. The teacher reads a sentence describing a vehicle that travels by land, air or water while students check the correct category beside a picture of the vehicle on a worksheet.
		9. Students independently write a paragraph describing a field trip to the train station they took the day before.
		10. Students prepare a timeline showing the development of the steam-powered locomotive into the modern-day high-speed electric train.

Language Level: 1, 2, 3 or SDAIE	Language Skill: L, S, R, W	Learning Activity
		11. Students take parts and dramatize buying a ticket to Chicago on the 2:00 direct train to Chicago, one playing the ticket clerk and another, the passenger.
		12. Students discuss and make a list of the ways in which driving the golden stake to join the east/west railroads at Promontory Point, Utah in 1856 accelerated the development of the West.
		13. Students copy sentences from a language experience story about what kinds of car every student's family drives, filling in the type of vehicle after different students' names that the teacher has covered.
		14. Working in groups of three, students write original sentences using selected words from the <i>Word Bank</i> .
		15. The teacher works one-on-one with a student to teach him the correct pronunciation of the <i>short a</i> sound.
		16. Students expand sentences about water vehicles by adding descriptive adjectives orally and then by copying the sentences.
		17. In groups of four, students write a news report about the invention of the electric car.
		18. Students draw the correct vehicle based on an oral description given by the teacher.
		19. Students label the vehicles shown in a scene from an airport.
		20. Individual students present and explain their drawings of the "car of the future."

Cuentos de Cadena: Los Perros



1. Seleccione un tema y genere una lista de palabras descriptivas (adjetivos).

simpáticos
bonitos
dormilones
ruidosos
peludos
bravos

los perros

2. Pregunte ¿Qué hacen los perros? para solicitar verbos sobre acciones de los perros

simpáticos
bonitos
dormilones
ruidosos
peludos
bravos
de color café

los perros

juegan
se esconden
duermen mucho
ladran
obedecen
protegen
muerden

3. Ahora combinen las palabras para formar oraciones básicas.

Los perros simpáticos juegan.
Los perros dormilones duermen.
Los perros bravos muerden.
Los perros ruidosos ladran.

4. Luego hagan una lista de dónde hacen los perros sus acciones.

simpáticos
bonitos
dormilones
ruidosos
peludos
bravos

los perros

juegan
se esconden
duermen
ladran
obedecen
muerden

en el jardín
en el patio
en sus camas en la cocina
en el techo de la casa
en mi recámara
en la entrada a la sala

5. Combinen estas palabras y frases para formar oraciones más amplias y complejas. También pueden cambiar de plural a singular, fijando la atención de los estudiantes en los otros cambios que exige esto.

*Los perros simpáticos juegan en el jardín.
El perro dormilón duerme en su cama en la cocina.
El perro bravo protege en el techo de la casa.*

6. Haga más preguntas sobre el tema solicitando respuestas más amplias como ¿cuándo? ¿cómo? ¿por qué? Verán la necesidad de añadir más adjetivos y verbos.

*por la noche
durante el día
a todas horas
cuando hace sol (fresco, frío)
cuando oye a alguien que se aproxima
cuando llegan mis abuelos
a menudo
cuando abrimos la puerta*

*porque quiere cuidar la casa
para encontrarse un hueso para comer
porque es mi amigo
porque me quiere mucho
para hacerme reír
para dar miedo a los ladrones*

7. Hagan transformación de tipos de oraciones (declaraciones a preguntas; positivas a negativas, singular a plural) para variar el sintaxis. También enseñe cómo se combinan las oraciones simples para hacerlas más complejas:

Mi perro peludo no duerme en la cocina durante el día. Duerme en la cocina durante la noche. Sé que duerme durante el día. ¿Dónde duerme durante el día? Se esconde en el patio cuando hace sol y duerme bien a gusto.

8. Los estudiantes pueden crear sus propios cuentos acerca de un perro suyo o un perro que quisiera tener con estas ideas y palabras como estímulo. Pueden también escribir versos y poesías o publicar libros ilustrados sobre los perros.

Adaptado de: Dewsbury, A. (1994). Writing Resource Book: First Steps. Education Department of Western Australia. Portsmouth, NH: Heinemann.

A TWBI Literacy Block Vignette
Jill Kerper Mora

First grade TWBI teacher Amanda Molino creates a model lesson is based on the story “*Empanadas*” from Carmen Lomas Garza’s bilingual book, *In My Family/En Mi Familia* (1996). The Framing the Theme portion of the lesson is conducted in Spanish. The teacher reads the text of the story *Empanadas* to the whole group in Spanish, using an enlarged copy of the illustration to identify the characters, setting and activities in the narrative and in the illustration. The teacher frames the theme of family members and the kitchen by teaching vocabulary and developing the concept of how families prepare food together. The teacher asks comprehension questions in Spanish. SSL students may respond to factual and naming questions with one or two words. Ms. Molino uses Literacy Centers that are conducted in either Spanish or English. The purpose of the centers is to focus on specific language skills: listening, speaking, reading and/or writing and to differentiate instruction according to students’ learning levels and developmental needs. Students spend a designated amount of time in each center or group activity.

The first teacher-directed group rotation (signified in the illustration by squares) is to teach metalinguistic awareness and phonics (LAL), where the teacher may be following a commercial state-adopted reading program scope and sequence. Students will rotate through a Spanish Word Study center to apply and practice the phonics and metalinguistic knowledge and skills taught during direct instruction. The second teacher-rotation for direct instruction is guided Spanish reading with the text from *En Mi Familia* or another story related to the family and cooking (LTL). The third teacher-directed group works on English Language Development or structured guided reading of modified English text with instruction in English (LL). The teacher concentrates on developing vocabulary related to the family and the kitchen that was introduced in Spanish during the Framing the Theme activities and using this vocabulary in sentences and a short narrative orally and in writing. In the structured writing center, students will complete a paragraph with deleted words (cloze procedure) in English. In the Spanish writing center, students will complete journal entries or other writing assignments related to the *Empanadas* story. Other centers are also language-specific involving independent and self-selected reading of trade books or story selections from the literacy program related to the theme (LTL). For example, in Spanish Word Study, students can learn about how the word *empanada* derives from the word *pan* (bread) and discover other words and terms using the base word *pan*: *panadero*, *panadería*, *pan dulce*, *mazapán*, *empanar* (verb).

During the SSL/ELD and Transfer Instruction time in the literacy block, the teacher selects vocabulary or concepts to develop explicitly to promote and support cross-linguistic transfer. For instance, consistent with the theme of the family and the kitchen, the teacher can point out the similarities of vocabulary words or cognates for objects in the illustration of *Empanadas* or things found in a kitchen in Spanish and English: *estufa*-stove, *refrigerador*-refrigerator, *radio*-radio, *cortinas*-curtains, *banca*-bench, *botella*-bottle, *plato*-plate, *flores*-flowers, *gato*-cat, *gabinete*-cabinet, *pintura*-painting, *sal*-salt. Students can also learn that *pan* in English and *pan* in Spanish do not mean the same or are “false cognates.” As a cross-linguistic phonology concept, students can be made aware of the words’ different pronunciations in the two languages as this signals their different meaning.