

What is *Designated* English Language Development (ELD)?

The protected time of designated instruction for our English Learners (EL) in Elementary and the preparation of Secondary Lessons, require careful planning and an ability to diagnose students' challenges. Once diagnosed, teachers/teams put in place a lesson or series of lessons to assist students in improving in very specific linguistic areas within the context of what they are learning throughout the day. This *designated* ELD time is for teaching and learning in skills/concepts that are uniquely challenging for EL students in context.

It would be helpful to ask, what are some patterns in student speaking or writing that indicate areas of challenges for an English Learner? For example, you can see these patterns in students' writing when they consistently struggle with subject verb agreement, lack of definite articles, or constructing very different sentence structures that are not used in English.

Understanding some similarities and difference between a students' primary language and English is very helpful in designing designated lessons for them.

Russian/Ukrainian	English	Points to Consider
<p>Do not have definite articles: a, an, the</p> <p>Eg. <i>I am going to store.</i></p>	<p>Has definite articles</p> <p>Eg. <i>I am going to the store.</i></p>	<p>How would you teach awareness of the importance and use of definite articles in English?</p>
<p>Has no present/past perfect tense</p> <p>Eg. <i>Yesterday (time designation) I read the book.</i></p> <p>Russian has fewer tenses than English. Russian does not bother with the difference between "I was running", "I had been running", etc.</p>	<p>Has perfect tenses.</p> <p>Eg. <i>I have read the book.</i></p>	<p>When you hear/see this omission, you can design a mini lesson that explains the concept.</p>
<p>Has no set sentence structure</p> <p>Eg. <i>A book I read yesterday. I read yesterday a book.</i></p> <p>Russian uses the case system. Instead of having a strict sentence word order like in</p>	<p>Subject- Verb- Object Basic sentence structure</p> <p>Eg. <i>I read a book yesterday.</i></p>	<p>These students will need specific designated instruction in the basic sentence patterns in English and support for how to take their thoughts and convert them into this structure. <i>What is the best way to do that without requiring students to identify them rather than understand the purpose?</i></p>

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English, you just need to change the ends of the nouns.		Russian does use sentence structures to emphasize a point by changing the order of the words in a sentence.
<p>Has no silent letters. Which may be confusing for words like, tonight, through</p> <p>They have two “silent letters” that indicate the sound (soft or hard) of the letter that comes before the “silent letter.” These two “letters” are not pronounced nor are they part of the word.</p>	<p>Have a number of silent letters:</p> <p><i>Eg. climb, debt, muscle, yacht, handkerchief, plaque, align, champagne, diaphragm, gnaw, high, light, honest, rhyme, thyme, etc.</i></p>	Understanding our spelling system (or lack of) is important for effective written communication and reading. Can you explain the history of a few of these words to help your EL students gain a deeper understanding of the origins/rationale of these spellings?
<p>The word “will” is not in the language.</p> <p><i>Eg. I go to see my parents.</i></p>	<p><i>Eg. I will go to see my parents.</i></p>	What impact might this have on students' use of “will”? How will you explain how and why it is used in English?
<p>Uses more conciseness. You can normally say exactly what you want with just a few words.</p> <p>Russian they would say “Give salt please”.</p>	In English to be polite we would say something like “Can you please pass me the salt?”	Speaking so directly does not indicate a lack of vocabulary, rudeness or an inability to elaborate. It merely reflects their primary language structure.
Spanish	English	Points to Consider
<p>Adjectives come after nouns</p> <p><i>Eg. El cielo azul.</i></p>	<p>Adjective are typically placed before nouns</p> <p><i>Eg. The blue sky.</i></p>	What impact does this have on students' reading comprehension, speaking and writing?
<p>Word order can be moved without changing the meaning of the sentence.</p> <p><i>Eg. “Las chicas son altas.” has the same meaning as “Son altas las chicas.” (the girls are tall)</i></p>	<p>Moving the word order changes the meaning of the sentence or creates a grammatically incorrect sentence.</p> <p><i>Eg. “The girls are tall.” cannot be changed to “Are tall the girls.”</i></p>	These students will need specific designated instruction in the basic sentence patterns in English and support for how to take their thoughts and convert them into this structure. How would you teach awareness of the importance and use of this concept? When might you introduce the use of specific English sentence structures for emphasis?

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<p>Requires the use of double negatives.</p> <p>Eg. <i>"Él no desea ningún dulce."</i></p>	<p>Forbids the use of double negatives.</p> <p>Eg. <i>"He doesn't want no candies."</i></p>	<p>These students may appear to be using slang or another English variety but may be extending a rule from their home language.</p>
<p>There are no silent letters except for the "h".</p> <p>Eg. <i>Ahora = now</i></p>	<p>Have a number of silent letters:</p> <p>Eg. <i>comb, climb, debt, acquire, muscle, scissors, victual, yacht, handkerchief, plaque</i></p>	<p>Understanding our spelling system (or lack of) is important for effective written communication and reading. Can you explain the history of a few of these words to help your EL students gain a deeper understanding of the origins of these spellings?</p>
<p>Sentence Structure</p> <p>Some tenses can be stated in two different ways, but mean the same.</p> <p>Eg. <i>Voy a trabajar.</i> <i>Voy a ir a trabajar.</i></p> <p>The second sentence is not considered redundant and both sentences are considered proper grammar.</p>	<p>Subject- Verb- Object Basic sentence structure</p> <p>Eg. <i>I am going to work.</i> <i>I am going to go to work.</i> (This appears redundant in Spanish).</p>	<p>English often has conciseness that Native Spanish speakers do not understand, because their language allows for redundancy.</p> <p>How would you teach awareness of the importance and use of this concept?</p>
<p>A complex sentence has the dependent phrase at the end of the sentence not at the beginning.</p> <p>Eg. <i>Fui a la tienda porque se me acabó la leche.</i> (No comma needed between the two clauses.)</p>	<p>Complex sentences can have the dependent phrase at the beginning or end of the sentence depending on the emphasis.</p> <p>Eg. <i>Because I was out of milk, I went to the store.</i></p> <p>Eg. <i>I went to the store, because I was out of milk.</i></p>	<p>Students will need to be explicitly taught the flexibility of English complex sentences.</p>
Hmong	English	Points to Consider
<p>Has no verb tenses</p> <p>Eg. <i>Today, he goes to the farm.</i> <i>Hnub no, nws mus tom teb.</i></p> <p><i>Yesterday, he went to the farm.</i></p>	<p>Uses various tenses to designate time frame, agreement.</p> <p>Eg. <i>Today he went to the farm.</i></p> <p><i>Yesterday he went to the farm.</i></p>	<p>Hmong English learners often make mistakes on verb tenses. They will need specific instruction on English verb tenses and their specific uses.</p>

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<p><i>Hag Hmo, nws (it, he or she) mus (go) tom (there) teb (land).</i> <i>Combination of tom + teb = farm</i></p>		
<p>The tone/pitch used in speaking words makes a difference in the meaning of the word.</p> <p><i>Eg. Tom-there (thaw lower pitched)</i> <i>Toj – over (thaw higher pitched)</i></p>	<p>Tone/pitch not important for meaning</p>	<p>Most Hmong speaking students have not seen their written language.</p>
<p>In the Hmong language, changing from singular to plural does not warrant for adding an “s” to the end.</p> <p><i>Eg. Qaib (chicken, pronounced “guy” raising the tone of the ending)</i></p> <p><i>Eg. one (the) chicken ib tus qaib</i> <i>Eg. ten (the) chickens kaum tus qaib</i></p>	<p>Plural subjects has an s or an ending that indicates agreement with the number in the subject and the verb.</p> <p><i>Eg. one chicken ten chickens</i></p>	<p>Students may forget to add “s” for plural. They will also tend to use a definite article (or marker) in front of nouns.</p>
<p>Word Order</p> <p>The adjective always follows the noun.</p> <p><i>Eg. The yellow bird is in the red cage.</i></p> <p><i>Eg. Tus noog daj nyob hauv lub tawb liab.</i></p> <p><i>Eg. The object always follows the subject.</i></p> <p><i>Eg. Give me your name. Qhia koj lub npe rau kuv.</i></p>	<p>The adjective usually precedes the noun</p> <p><i>Eg. The yellow bird is in the red cage.</i></p> <p>The order in English is typically Subject -Verb-Object</p>	<p>Ensure student understands the importance of work order.</p>

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<p>Hmong does not have possessive pronouns or 's. Instead, a classifier is placed after the noun or pronoun to indicate possessive.</p> <p>Eg. <i>This is my hand.</i> <i>Nov yog kuv txhais tes.</i></p> <p>Eg. <i>Kuv (goo)=my/I – related to the content.</i></p>	<p>Possessive pronouns include:</p> <p>Eg. <i>mine, yours, his, hers, ours, theirs, whose, my, your, his, her, its, our, their, whose</i></p>	<p>Students will need specific and continual practice in the use of possessive expressions.</p>
<p>Hmong does not conjugate verbs.</p> <p>Eg. <i>I do. Kuv ua.</i> <i>He do. Nw ua.</i> <i>They do. Lawv ua.</i> <i>You do. Koj ua.</i></p>	<p>English has multiple tenses and various ways to conjugate:</p> <p>Eg. <i>I do.</i> <i>He does.</i> <i>They do.</i> <i>You do.</i></p> <p>Present Simple I, You, We, They: break He, She, It: breaks</p> <p>Present Progressive (continuous action) I: am breaking You, We, They: are breaking He, She, It: is breaking</p> <p>Present Perfect I, You, We, They: have broken He, She, It: has broken</p> <p>Past Simple I, You, We, They, He, She, It: broke</p> <p>Past Continuous I, He, She, It: was breaking You, We, They: were breaking</p> <p>Present Simple I, You, We, They: break He, She, It: breaks</p> <p>Present Continuous (Progressive) I: am breaking You, We, They: are breaking He, She, It: is breaking</p> <p>Present Perfect I, You, We, They: have broken He, She, It: has broken</p> <p>Past Simple I, You, We, They, He, She, It: broke Past Continuous I, He, She, It: was breaking You, We, They: were breaking</p>	<p>Verb conjugation will be a confusing concept for Hmong students, requiring specific practice.</p> <p>As you can see in English, each different conjugation changes “break” from its base form to tell us when and by whom the action takes place:</p> <p>I, You, We, They, He, She, It: had broken</p>

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	<p>Past Perfect I, You, We, They, He, She, It: had broken</p>	
<p>Hmong uses some words quite interchangeably for various words. Its meaning is determined through context.</p> <p>Eg. <i>Yuav –will, to buy, to be</i></p>	<p>One could argue that English does as well. We would call them homonyms.</p> <p>Eg. <i>Current – water current</i> <i>Current – electrical current</i></p> <p>Eg. <i>Jam - fruit spread on bread</i> <i>Jam – slang having difficulties</i></p>	<p>Hmong does not have comparable words for many things present in English.</p> <p>Eg. periodical elements- no equivalent in Hmong</p>