

children *might enjoy* this book because _____.). During designated ELD, teachers can ensure that EL students have the time and opportunity to discuss their ideas using new language that they will need for fully engaging in ELA and other content areas. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principle standards during designated ELD, see the overview of the span in this chapter. See also the discussion in Chapter 1. Snapshots 3.9 and 3.10 provide brief glimpses at designated ELD instruction.

The following snapshots provide ideas for how teachers might provide designated ELD to EL children in Grade One. Snapshot 3.9 describes how a teacher who teaches in English throughout the day might use designated ELD time to support EL children at different English language proficiency levels to fully access mathematical understandings and also develop the English language and literacy abilities needed to interact meaningfully with the math content.

Snapshot 3.9 Designated ELD Connected to Mathematics in Grade One

Mrs. Noguchi is teaching her students to explain their thinking when they solve mathematical word problems. She models how to do this while thinking aloud for her students as she solves word problems on her document reader. She draws figures with labels to make her thinking visible, and she identifies language in the word problems that reveals what kind of word problem it is (e.g., *how many are left, how many are there altogether, how many more*). She provides opportunities for her students to practice what she modeled, and she has them work collaboratively to solve word problems with peers and explain to one another how they are solving the problems. She also has them draw and label to show visually how they solved the problems.

During designated ELD instruction, Mrs. Noguchi works with her EL students to understand and gain confidence using the language needed to explain their mathematical thinking. For example, she uses familiar word problems from mathematics instruction and guides the children to chart the words and phrases needed to solve and explain the problems (e.g., *add, subtract, total, in all, how many more, how many are left*). Using puppets, manipulatives, and small whiteboards, the students work in triads and take turns assuming the role of “math teacher.” They show their “students” how to solve the math problems as they *explain* how to solve them. She prompts the “teachers” to ask their “students” questions as they are explaining how to solve the problems so that they can practice using the terms in meaningful ways.

Mrs. Noguchi also prompts the children to provide good reasons for solving the problems the way they did. She provides them with sentence frames to support their explanations, tailored to the English

language proficiency levels of her ELD groups. For example, when she works with children at the Emerging level of English language proficiency, to support them in explaining the sequence of their problem solving, she provides them with sentence frames containing sequencing terms (e.g., First, you _____. Then, you _____. Next, you _____). She provides ELs at the Expanding level with sentence frames that will promote more extended explanations of their thinking (e.g., First, you _____, because _____. After that, you have to _____ so you can see _____.) As the children engage in the task, Mrs. Noguchi observes them and encourages them to use the mathematical terms and phrases (e.g., *subtract, how many altogether*) in their explanations.

During math time, Mrs. Noguchi encourages her students to use the new language they have been practicing in designated ELD, and she observes how they are using the language to express their mathematical understanding so that she can continue to tailor her ELD instruction to her students' language learning needs.

CA ELD Standards: ELD.PI.1.1, 3, 5, 6, 11, 12b (Em), ELD.PI.1.1, 3, 5, 6, 11, 12b (Ex); ELD.PII.1.2 (Em); ELD.PII.K-1.2, 6 (Ex)

CA CCSS for ELA/Literacy: RI.1.1, RI.1.2, SL.1.2, SL.1.5, SL.1.6, L.1.4, L.1.6

Related CA CCSS for Mathematics:

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

MP 1 Make sense of problems and persevere in solving them.

MP 2 Reason abstractly and quantitatively.

MP 3 Construct viable arguments and critique the reasoning of others.

Snapshot 3.10 provides an idea for how a first grade teacher might support EL children at the Bridging level of English language proficiency during designated ELD to develop language needed to engage meaningfully with integrated ELA and social studies learning tasks.

Snapshot 3.10 Designated ELD Connected to ELA/Social Studies

In Social Studies, Mr. Dupont's class has been learning about how being a good citizen involves acting in certain ways. Through teacher read alouds of informational and literary texts (including stories and folktales), as well as viewing videos and other media, the children experience examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history. Mr. Dupont