

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

takes care to emphasize American and international heroes that reflect his students' diverse backgrounds. He frequently has the children discuss their ideas and opinions, and he is preparing them to write an opinion piece about a historical figure from one of the texts they admire and to explain why they admire the person.

Mr. Dupont's EL children are at the Bridging level of English language proficiency, and during designated ELD, he provides his students with extended opportunities to discuss their ideas and opinions, as he knows that this will support them in writing their ideas. He strategically targets particular language that he would like for students to use in their opinion pieces by constructing sentence frames that contain specific vocabulary and grammatical structures that stretch his students to be more precise and detailed (e.g., My favorite hero is ___ because ___. ___ was *very courageous* when ___). He explains to the children how they can expand their ideas in different ways by adding information about where, when, how, and so forth. For example, he explains that instead of simply saying, "She worked on a farm," children could say, "She worked on a farm *in California*," or they could add even more detail and precision by saying, "She worked on a farm *in the central valley of California*." He provides his students with many opportunities to construct these expanded sentences as the students discuss the historical figures they are learning about and then write short summaries of their discussions at the end of lessons. During these lessons, he encourages the children to refer to the texts they've read together and to cite evidence from them to support their ideas.

Mr. Dupont also delves deeper into some of the general academic and domain-specific vocabulary critical for discussing and writing opinions and ideas on the topic (e.g., *courage, determined, honest*). He teaches the words explicitly, and he pays careful attention to the conceptual understanding of the terms, rather than merely providing short definitions. He structures opportunities for his students to engage in collaborative conversations where they use several of the words in extended exchanges, and he supports the children to use the words accurately and appropriately by providing sentence frames that contain the words (e.g., I show responsibility when I ___, Honesty is important because ___).

Mr. Dupont thinks strategically about how oral language can serve as a bridge to written language in order to prepare his students for writing their opinion texts, and he observes his students during social studies and ELA to see how they are applying the language they are learning in designated ELD.

CA ELD Standards (Bridging): ELD.PI.K-1.1, 3, 6, 10, 12b ; ELD.PII.K-1.4-5,6

CA CCSS for ELA/Literacy: RI.1.1; SL.1.1, 4, 6; L.1.6

CA History-Social Science Standard: 1.5.1

Additional examples of designated ELD linked to different content areas, including one for dual language programs, are provided in the kindergarten grade level section of this chapter.