

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD children should engage in discussions related to *the content knowledge* they are learning in ELA and other content areas, and these discussions should promote the use of the language from those content areas. Students should also *discuss the new language* they are learning to use.

For example, students might learn about the grammatical structures of a particular complex text they are reading in social studies or ELA, or they might explicitly learn some of the general academic vocabulary used in the texts they are reading in ELA or science. This intensive focus on language, in ways that build into and from content instruction, supports students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. Examples of designated ELD aligned to different content areas are provided in the following snapshots and in the longer vignette in the next section. 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 Chapter 2.

#### **Snapshot 4.10 Designated ELD Connected to ELA in Grade Three**

In ELA, Ms. Langer provides her students with many opportunities to retell stories in a variety of ways (e.g., during a teacher-led lesson, at an independent literacy station with a peer, orally, in writing). During these retellings, students focus on the overall structure of stories, sequences of events, the central messages or lessons in the stories, and how the characters' words and actions contribute to the chain of events.

During designated ELD time, Ms. Langer works with a group of ELs at the Expanding level of English language proficiency. She continues to promote story retelling by expanding the pool of language resources the children can choose to draw upon during their retellings. She understands that using linking words and transitional phrases (also called *text connectives* because they connect the meanings throughout a text) is an important part of creating *cohesive* texts.

She shows her students how in the different stages of stories (*orientation, complication, resolution*), authors use different linking words or transitional phrases to lead the reader/listener through the story. For example, she shows them that in the *orientation* stage, words and phrases such as *once upon a time, one summer's day, in the dark forest* are useful for *orienting* the reader to the characters and setting. In the *complication* stage, words and phrases such as *suddenly, without warning, to her surprise, soon* are useful for introducing complications or plot twists. In the *resolution* stage, words and phrases such as *finally or in the end* are useful for resolving the complications and tying everything up neatly. These words and phrases, Ms. Langer explains, help the story “hang together” better so the reader doesn’t get lost.

She posts these linking words and transition phrases in a chart, categorized by the three stages (*orientation, complication, resolution*), and she prompts her students to use the words - first in designated ELD and then in ELA - when they retell stories or write their own stories. For example, in designated ELD, she provides structured opportunities for the children to retell stories the class has read during ELA. The children use pictures from the stories, which they place in sequence, and they use the chart with the linking words/transition phrases to retell the stories in pairs, with each partner taking turns to retell the story in sequence.

As they retell the stories, Ms. Langer also encourages them to use the literary general academic vocabulary they’ve been encountering in the stories she reads aloud during ELA. Although she teaches vocabulary during ELA, she focuses on additional general academic vocabulary during designated ELD so that the children will have a greater repertoire of words to draw upon when they orally retell and write their own stories. She and the children create word banks for the words she teaches (as well as related words the group adds over time) that she posts for the children to use.

The word banks include synonyms for *said*, such as *replied, scoffed, yelled, gasped*; adjectives for describing characters, such as *wicked, courageous, mischievous, enchanting*; adverbials to indicate time, manner, or place, such as *all summer long, without fear, in the river*, and figurative language, such as *the wind whispered through the trees*. In addition, she facilitates discussions where students identify and describe the words or phrases authors use (for example, for different characters or settings) in the stories they’re reading in ELA, and the students analyze the effect on the reader that these language choices have. At the end of the lesson, Ms. Langer writes notes on a structured observation protocol to document a few students’ proficiency using academic vocabulary in this context. In a few weeks, she will have notes on all students and will use them to guide future instruction.

**CA ELD Standards (Expanding):** ELD.PI.3.4, 7, 8, 12a-b ; ELD.PII.3.1-2

**CA CCSS for ELA/Literacy:** RL.3.2, 5, 7; SL.3.2, 4; L.3.6

### **ELA/Literacy and ELD in Action in Grade Three**

The research-based implications for ELA/Literacy and ELD instruction have been outlined above in the grades two and three grade span section and also in Chapters 1