

give good feedback, add important information, build on what your partner says). Following their collaborative conversations, Mr. Chen asks the students to work together to write a concise explanation that captures their discussion and to use precise language (by expanding their ideas with adjectives or prepositional phrases and structuring their sentences by combining ideas, for example). He asks them to first discuss with their partners what they will write, and he tells them that they must both write and write the same thing. This requires the students to negotiate and justify their ideas, which, Mr. Chen observes, supports them to clarify their thinking.

When he reviews the students' writing, he uses a guide based on the CA ELD Standards and tailored to the writing goals of this unit of study, in order to gain a better understanding of which language resources students are "taking up" and feeling confident about using and which language resources he needs to focus on more intensively.

**Primary CA ELD Standards addressed in Designated ELD:** ELD.2.1, 4, 6, 10, 12; ELD.PII.2.3-7

**CA CCSS for ELA/Literacy:** SL.2.1, L.2.6; W.2.2, 4

**Related Next Generation Science Standards:**

2-LS2-2A (Interdependent relationships in ecosystems)

#### Snapshot 4.4 Designated ELD Connected to History/Social Studies

In social studies, Mr. Torres's class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others' lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Yuri Kochiyama, Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students' diverse backgrounds. The class reads biographies of the heroes, views multimedia about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.

During designated ELD, Mr. Torres selects some of the general academic vocabulary used in many of the biographies to teach his ELs at the Emerging level of English language proficiency during designated ELD. These are words that he would like for students to internalize so that they can use them in their discussions, oral presentations, and writing about the civil rights heroes, and he knows he needs to spend some focused time on the words so that his ELs will feel confident using them. For example, to teach the general academic vocabulary word *courageous*, Mr. Torres reminds the students where they encountered the word (in the biography they read that morning), provides them with a student-friendly definition (e.g., when you're courageous, you do or say something, even though it's scary), and models how to use the word through multiple examples (e.g., Dolores Huerta was courageous because she protested for people's rights, even when it was difficult). He then supports the students to use the word in a structured exchange with a prompt that promotes thinking and discussion (e.g., How are you courageous at school? Be sure to provide a good reason to support your opinion). He provides a strategically designed open sentence frame that contains the general academic word so that students will be sure to use it meaningfully (i.e., At school, I'm *courageous* when \_\_\_\_). He prompts the students to

share their responses in pairs and then to ask one another follow up questions that begin with the words *why, when, what, who* and *how*.

In social studies and ELA, Mr. Torres intentionally uses the words he is teaching his students during designated ELD so that his EL students will hear the words used multiple times in multiple situations, and he encourages the students to use the words in their speaking and writing about the heroes they are learning about.

**CA ELD Standards (Emerging):** ELD.PI.2-3.1, 5, 11, 12b; ELD.PII.2-3.5

**CA CCSS for ELA/Literacy:** SL.2.6; L.2.5, 6

**Related History Social Studies Standards:**

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives ...

#### Snapshot 4.5 Designated ELD Connected to Mathematics

In mathematics, Mrs. Cooper teaches her students to solve word problems and how to explain their thinking and justify their arguments for solving a problem a particular way. She models how to solve word problems and thinks aloud for students as she does, using drawing and other visuals to make their thinking process visible. She models how to identify language that reveals what kind of word problem she is solving (e.g., *how many are left, how many are there altogether, how many more*), how to identify the important information for solving the problem, and how to apply math content knowledge to solve the problems. She provides many opportunities for her students to practice by collaboratively solving word problems with peers and explaining how they solved the problems, using their drawing and writing to justify their assertions.

During designated ELD, Mrs. Cooper works with a small group of ELs at the Expanding level of English language proficiency to help them understand and gain confidence asking and answering questions about problem solving, using mathematical language. She asks them to explain to one another in partners how they solved the word problems they worked on during math instruction, and she posts a few text connectives (first, then, next) as well as a few subordinating conjunctions (because, when, so) to support them in their explanations. She tells them that it is the responsibility of the listening partner to ask clarifying questions when things are not clear or are partially accurate, and she draws their attention to their “collaborative conversations” chart, which has phrases and sentence stems they can use (e.g., Can you explain that again? I’m not sure I understood what you meant by \_\_\_\_.) She listens carefully as the students explain their thinking, and she provides “just-in-time” scaffolding when students have difficulty asking or answering questions.

During math instruction, Mrs. Cooper observes her EL students as they continue to interact with one another as they solve word problems, and she provides judicious corrective feedback to ensure the