

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

children are exchanging information and ideas effectively and using the mathematical language appropriately while also applying the correct math practices and content knowledge.

**CA ELD Standards (Expanding):** ELD.PI.2-3.1, 3, 12b

**Related CA CCSSM:** 2.NBT, 5-7; 2.MD, 5, 8

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

The research-based implications for ELA/Literacy and ELD instruction have been outlined above, in the grades two and three grade span section, and in Chapters 1 and 2. In the following section, detailed examples illustrate how the principles and practices discussed in the preceding sections look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers might enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely, intentionally, and thoughtfully to derive meaning. Teachers should prepare repeated reading lessons of complex texts carefully and purposefully before teaching them, taking into consideration the challenges and opportunities the text presents, as well as students' readiness to address these challenges. Teachers should select challenging texts that are worth reading and rereading, analyze the texts ahead of time in order to determine critical areas of focus and challenging aspects, and plan a sequence of lessons that build students' abilities to read the text—and others—with increasing independence. This requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas and content of the text, students' prior knowledge of the ideas and content, and the complexity of the vocabulary, grammar, and organization of the text.

During instruction, teachers should model how to read text closely by thinking aloud for students, modeling how they ask themselves questions as they are reading and highlighting the language and ideas that stand out to them. Teachers should provide concrete methods for students to read more analytically and guide students to frequently read complex texts using these methods with appropriate levels of scaffolding. Second graders need many opportunities to read a wide variety of both