

challenges. An intensive focus on language, in ways that build into and from content instruction, supports students' ability 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 is provided in the following short snapshots as well as in the longer vignettes 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 Chapters 1 and 2.

Snapshot 5.9 Designated ELD Connected to ELA and the Visual Arts in Grade Five

Ms. Avila's class includes many children from diverse backgrounds, including English learners who are recent immigrants from several different countries. She has found an engaging way to foster her students' cultural awareness and appreciation for artistic diversity, all the while building their English language and literacy skills. Each Monday, Ms. Avila provides an integrated ELA/Art mini-lesson on global art by showing the students a photograph of a piece of art (e.g., a painting, sculpture, mask, carving), explaining some important things about it (e.g., what it's made of, its title), and then showing a map of where the art was created. She encourages much discussion, and she draws connections between the country or region where the art was produced and the U.S.

For example, one day, the students discuss photographs from the Angkor complex in Cambodia, one of the most important archaeological sites in South-East Asia. She focuses her students' attention on a 12th century Khmer stone bas-relief (individual figures, groups of figures, or entire scenes cut into stone walls) from Angkor Wat. Many of Ms. Avila's students are Cambodian-American, and she wants to support these students to feel pride in their cultural heritage while also supporting the other students in the class, who may not know much about their peers' cultural backgrounds, to expand their knowledge and perspectives. She selected this particular bas-relief because of its intriguing content – a depiction of a battle, which she anticipates will result in much animated discussion.

Next, she shows the students a map of Cambodia in the 12th century, at the height of the Khmer Empire, and a current map of the Kingdom of Cambodia. Ms. Avila explains that the Khmer culture has a rich and fascinating history and that in the recent past, many families immigrated from Cambodia to their new home in the U.S. In fact, she explains, many Cambodian families settled right in their own community. Many of Ms. Avila's students enthusiastically volunteer that they are Cambodian, too, and that they've seen photographs of the Angkor complex. She acknowledges their background expertise and tells the other students that these classmates may know details about the art they will see that will be helpful in their explorations.

Ms. Avila then asks her students to discuss the photographs and maps in their table groups, and after a few minutes, she facilitates a brief whole class discussion, where students ask questions, express their impressions of the art, and make connections to their personal and cultural experiences. (On another day, the students will create their own “bas-relief” using foam and cast paper.)

During designated ELD, Ms. Avila sometimes builds into and from the content of integrated ELA/Art to support her EL students to develop English. When she works with a small group of students at the Emerging level of English language proficiency, using the CA ELD Standards as a guide, she extends the conversation begun earlier in the day and has the students describe in pairs several photographs of Khmer stone bas-reliefs. First, however, she asks the students to briefly examine the photographs and brainstorm a list of words they might want to use in their conversations. The students have heard many terms in the integrated ELA/Art lesson (e.g., *huge*, *stone*, *bas-relief*, *warriors*), and listening to the students recall them gives her an opportunity to formatively assess some of the language they’ve “taken up.”

After the students have shared, she writes the words they tell her on a chart so they can refer to them as they describe the photographs. She also provides them with some additional terms, which she briefly explains and then adds to the word bank. She prompts the students to take turns describing the photographs, which are projected on the board, and to make their descriptions as rich as they can. She provides her students with a few sentence frames (e.g., The stone bas-relief shows _____. These (animals/people) are _____.) and tells them they can use them if they need them but that they can use their own way of describing, as well. She models for the students what she is expecting to hear as she points to different parts of one photograph (e.g., The stone bas-relief shows a lot of Khmer warriors fighting in a huge battle. These warriors are riding elephants). Ms. Avila listens to the students as they describe the bas-relief scenes, and she provides “just-in-time” scaffolding to support them to expand and enrich their descriptions, using the words they generated together.

Afterward, Ms. Avila guides the class in a jointly constructed description of one of the photographs, which the class selects together. First, she asks the students to tell her words and phrases that might be useful in written descriptions of the photographs the students discussed. She then shows the photograph the class selected and prompts the students to provide a rich description of it, first by briefly turning to a partner and generating ideas, and then by asking students to tell her their ideas. She writes the sentences the class agrees are richly descriptive on the document reader so that all can see the description as it unfolds and suggest more precise words, prepositional phrases, or other editing and revising they see is needed. Finally, she asks the students to work in pairs to select another photograph and write a short description, based on their initial conversations and using some of the language from the jointly constructed description the class constructed and the word and phrase bank they generated.

Sources:

Stone, Richard (2009). *Divining Angkor*. National Geographic (July, 2009)

(<http://ngm.nationalgeographic.com/2009/07/angkor/stone-text>)

Ancient Megastructures: Angkor Wat (National Geographic TV) (<http://natgeotv.com/ca/ancient-megastructures/videos/angkor-wat-how-was-it-built>)

CA ELD Standards(Emerging): ELD.PI.5.1, 6, 10a, 12a; ELD.PII.5.4-7**CA CCSS for ELA/Literacy:** SL.4-5.1, W.4-5.4, L.4-5.3, L.4-5.6

CA Visual and Performing Arts Content Standards:

Visual Arts 3.2 (Grade 5) Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Visual Arts 1.1 (Grade 5) Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

ELA/Literacy and ELD in Action in Grade Five

The research-based implications for ELA/Literacy and ELD instruction have been outlined above, in the grades four and five grade span section, and in Chapter 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 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 conducting research to build deep knowledge of a topic and writing to convey this growing knowledge. For example, in the fifth grade, all students conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (*W.5.7*) and EL students at the Bridging level write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register (ELD.P1.5.10a). In integrated ELA and science, conducting research and writing about what is learned involves both engaging meaningfully in science practices and learning to use English in particular, specialized ways – interpreting information through both wide reading and close reading of a science topic, discussing different aspects of the topic both informally and more formally, writing about what has been learned to inform, explain, or persuade. Accordingly, teachers should prepare artfully integrated and well-sequenced lessons that support students to produce oral and written texts that