

Snapshot 5.3 Designated ELD Connected to ELA in Grade Four

In English Language Arts, Mrs. Thomas is teaching her fourth graders to read short stories more carefully. The students have learned to mark up their texts with their ideas about what the text is about, what they think the author wants them to think (about a character's motives, for example), and wording or ideas they have questions about. She structures many opportunities for her students to re-read the short stories and discuss their ideas.

During designated ELD time, Mrs. Thomas works with a group of EL students at the Expanding level of English language proficiency. She knows that it can sometimes be difficult to know what is really going on in a story because the language used to describe characters, settings, or behavior is not always explicit, and inferences must be made based on the language that is provided. She shows her students some ways to look more carefully at the language in the short stories they're reading in order to make these inferences. For example, she explains that in literary texts, sometimes authors express characters' attitudes and feelings by "telling" (e.g., *She was afraid; he was a tall, thin man*), which provides explicit information to readers. However, in stories, authors often convey meanings about characters by "showing" through actions or feelings (e.g., *She screamed; She felt a chill trickling down her spine; He was a string bean of a man.*), which requires readers to infer from implicit language.

After discussing how authors use this explicit and implicit language to tell what characters are thinking or feeling, modeling how to find several examples in short stories students have already read, and engaging her students in a whole class discussion about the language used and inferences they could make, Mrs. Thomas guides the students to mark up a section of one of the short stories with her on the document reader, and she also displays a chart to help the class organize and record the textual examples they find (an excerpt is provided below).

Characters' Thoughts, Feelings, and Behavior in Stories	
"Telling" Examples	"Showing" Examples
She was distraught.	She sighed deeply.

The exploration of the text and charting of the examples is carried out through a lively discussion, with students building on one another's ideas, agreeing or respectfully disagreeing with the examples their peers provide, and many questions about the meanings of the words used and why the author made specific wording choices. Mrs. Thomas then has the students work in pairs to mark up another short story they've been reading, with each pair working on a different story. She has the students use highlighters to mark examples of implicit and explicit language the author used to "show" and "tell" about characters and to use a chart she's provided, which is like the one they used together. Once the partners have marked up their texts, she asks them to share what they found with another set of partners, to discuss how the authors used language to show or tell, and to evaluate how well the authors used language to describe what the characters were thinking or feeling. Finally, she has the partners share one example from each

of the “showing” and “telling” columns before they post their charts on a designated bulletin board to serve as a model for students to draw on as they write their own stories.

CA ELD Standards: ELD.PI.4.1, 6a, 7, 10b, 11; ELD.PII.3

CA CCSS for ELA/Literacy: RL.4.1, RL.4.3, RL.4.4, L.4.5

CA Model School Library Standards:

4-2.1a Extract and record appropriate and significant information from the text (notetaking).

Snapshot 5.4 Designated ELD Connected to Mathematics in Grade Four

In mathematics, Mr. Jones structures collaborative activities where his students work together to explain why they are doing things a certain way or to argue for particular viewpoints. He understands that meaning in mathematics is made not just through language, but also through symbolic mathematical expressions and visual diagrams. He has observed that his students need to work through math problems using the language they are familiar with, all the while expanding their mathematical language as they learn new concepts. Therefore, he accepts the language his students use as valid, and he encourages them to use familiar, everyday language as they engage in math practices (Moschkovich, 2012). At the same time, he teaches his students precise mathematical terms, and he carefully provides scaffolding to stretch his students' language while focusing primarily on reasoning and building up his students' mathematical knowledge. For example, during mathematics instruction, he might recast what a student is saying in order to stretch the student's language.

Arturo: The rectangle has par...parallelogram...and the triangle does not have parallelogram.

Mr. Jones: You're saying that a triangle is not a parallelogram. Is that what you are saying?

(adapted from Moschkovich, 1999)

This “revoicing” of the student's explanation validates the student's ideas and supports participation, keeps the focus on mathematics, and models for the student a way of using language that gets closer to mathematical academic discourse (Schleppegrell, 2007).

During designated ELD time, Mr. Jones supports his EL students who are new to English and at the early Emerging level of English language proficiency to explain their mathematical thinking by drawing attention to the verbs used to identify (e.g., is/are) and those used to classify (e.g., has/have) geometric shapes. He has his students work in pairs to ask and answer questions about the shapes. He shows them how in English, when we ask questions, the order of the subject and verb are reversed, and he supports their use of the new language with sentence frames:

Is this a (shape)? This is a (shape) because it has (attributes). This (shape) reminds me of ____ because it ____.

In this manner, Mr. Jones supports his students to develop some of the language needed to convey their mathematical understandings. In subsequent lessons, he will support his newcomer ELs to add on to the language they've developed so that they can convey their understandings of fourth grade mathematics. Mr. Jones observes his students closely during math instruction to determine when and