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

how they are applying their learning of the mathematical terms and the related grammatical structures so that he can provide "just-in-time" scaffolding and continue to plan designated ELD instruction that meets his students' developing needs.
CA ELD Standards*:* ELD.PI.4.1, 3, 11a, 12a, ELD.PII.4.3 **Related CA CCSS for Mathematics**: 4G (Geometry).1.2 - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

ELA/Literacy and ELD in Action in Grade Four

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 CA CCSS for ELA/Literacy, the CA ELD Standards, and other content 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, W.4.7 states that students conduct short research projects that build knowledge through investigation of different aspects of a topic; *and* ELD.PI.4.10a (Br) states that students write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register. In integrated ELA and Social Studies, conducting research and writing about what is learned involves both engaging in research practices and learning to use language in particular ways—interpreting information through wide and careful reading on a topic, discussing different aspects of the topic both informally and more formally, writing about what has been learned to explain, describe, or persuade.

Accordingly, teachers should prepare an artfully integrated sequence of lessons that scaffolds students' abilities to discuss their ideas, analyze and evaluate what they read or hear in order to develop a discerning eye for evidence, and produce oral and written language that represents their growing understandings while at the same time

