

Recommended reading:

Pavlak, Christina M. 2013. "It is hard fun: Scaffolded biography writing with English Learners." *The Reading Teacher* 66 (5): 405-414.

Designated ELD Vignette

The example in Vignette 5.1 illustrates good teaching for all students with particular instructional attention to the needs of ELs and other diverse learners. In addition to good first teaching with integrated ELD, EL students benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction. The following vignette illustrates an example of how designated ELD enhances language development for ELs in ways that are connected to lessons in integrated ELA/social studies.

**Vignette 5.2 Designated ELD Instruction in Grade Four:
General Academic Vocabulary in Biographies****Background:**

Mrs. Patel's class is in the middle of a "Biographies" unit where the students conduct research on an important historical figure and learn how to write biographies (see Vignette 5.1). For designated ELD, Mrs. Patel and her colleagues "regroup" their students so that they can focus on the academic English language learning needs of their students in a targeted way. Mrs. Patel works with a group of ELs who have been in the school since kindergarten or first grade and are at the late Expanding and early Bridging levels of English language proficiency. Another teacher works with a group of ELs who came to the school at the beginning of third grade and are at the Emerging level of English language proficiency. A third teacher works with native English speaking students and students who have recently reclassified from EL status. Mrs. Patel and her colleagues plan their designated ELD lessons together at the same time as they plan their integrated ELA/social studies "biographies" unit. Some of designated ELD time is devoted to supporting students to develop deep understandings of and proficiency using general academic and domain-specific vocabulary from the texts and tasks in ELA and other content areas. The vocabulary lessons they plan are differentiated to meet the particular language learning needs of the students. For example, some groups may receive particularly intensive instruction for a set of words, while another group may receive less intensive instruction for some words.

Lesson Context:

Throughout the "biographies" unit, Mrs. Patel and her colleagues ensure that their ELs are engaged in all aspects of the biographies research project and that they provided them with the support they need for full participation. For example, when reading texts aloud or when highlighting important information from the texts and recording it in the "Biography Deconstruction" template, Mrs. Patel explains the meaning of new words and provides cognates when appropriate. She also explicitly teaches some of the words from the texts the class is reading to all students during integrated ELA/social studies instruction. However, Mrs. Patel and her colleagues recognize that their EL students need more intensive support in understanding and using some of these new terms, particularly general academic vocabulary. The teaching team uses a five-day cycle for teaching vocabulary in designated ELD, which is modified based in the different groups' evolving needs. This week, the words that the students in Mrs. Patel's class are learning are *unjust*, *respond*, *protest*, *justice*, *discrimination*. The five-day cycle Mrs. Patel uses is provided below.

Five-day vocabulary teaching cycle					
	Day One	Day Two	Day Three	Day Four	Day Five
Purpose:	Linking background knowledge to new learning and building independent word learning skills.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicitly learning about morphology and applying knowledge of all the words in an oral debate.	Applying knowledge of all the words <i>and how they work together</i> in writing.
Lesson Sequence:	Students: – rate their knowledge of the 5 words; – engage in readers theater or other oral language task containing the target words; – use morphological and context clues to generate definitions in their own words.	Students: – learn 2-3 words explicitly via a predictable routine; – discuss a worthy question with a partner using the new words.	Students: – learn 2-3 words explicitly via a predictable routine; – discuss a worthy question with a partner using the new words.	Students: – discuss their opinions in small groups, using the target words where relevant; – discuss useful morphological knowledge related to the words.	Students: – write a short opinion piece using the target words; – review initial ratings and refine definitions.

Lesson Excerpts:

In today's lesson, Mrs. Patel's designated ELD class will learn two words explicitly—*unjust* and *respond*—and then discuss a “worthy” question using the words meaningfully in their conversation. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will use the words *unjust* and *respond* meaningfully in a collaborative conversation and in a written opinion.

CA ELD Standards (Bridging): *ELD.PI.12a – Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing; ELD.PI.6b – Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics; ELD.PI.4.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.*

Mrs. Patel uses a predictable routine for teaching general academic vocabulary explicitly, which the students are familiar with. The steps of the routine are as follows:

1. **Introduce:** Tell the students what the word they'll learn is, and briefly refer to the place in the text where they saw or heard it. Highlight morphology (e.g., the suffix “-tion” tells me it’s a noun). Identify any cognates in the students’ primary language (e.g., *justice* in English is *justicia* in Spanish).
2. **Explain the Meaning:** Explain what the word means in student-friendly terms (1-2 complete sentences).
3. **Contextualize:** Explain, with appropriate elaboration, what the word means in the context of the text. Use photos or other visuals to enhance the explanation.
4. **Give Real-life Examples:** Provide a few examples of how the word can be used in other grade-appropriate ways, relevant to the students, using photos or other visuals where needed.
5. **Guide Meaningful Use:** Guide the students to use the word meaningfully in one or two think-pair-shares, with appropriate scaffolding (using a picture for a prompt, open sentence frames, etc.).
6. **Ask and Answer:** Ask short-answer questions to check for understanding (it’s not a test – they’re still learning the word).
7. **Extend:** Find ways to use the word a lot from now on, and encourage the students to use the word as much as they can. Encourage students to teach the word to their parents when they go home.

After she uses this sequence to teach the two words explicitly, Mrs. Patel provides the students with an opportunity to use the words meaningfully in an extended conversation that is directly related to what they are learning about in the “Biographies” unit. She’s written a question and a couple of open sentence frames on the document reader, and she asks the students to discuss the question in partners, drawing on examples from the biographies unit (e.g., how historical figures responded to unjust situations) to enhance their conversations.

Mrs. Patel: Describe how you could *respond* if something *unjust* happened on the playground at school. Be sure to give an example and to be specific. Use these sentence frames to help you get started: “If something *unjust* happened at school, I could *respond* by _____. For example, _____.”

Mrs. Patel reminds them that the verb after “by” has to end in the suffix “-ing.” She points to a chart on the wall, which her students have learned to use to engage in and extend their collaborative conversations, and she reminds them that they should use this type of language in their conversations.

How to be a good conversationalist	
<p><i>To ask for clarification:</i></p> <p>Can you say more about ____?</p> <p>What do you mean by _____?</p>	<p><i>To affirm or agree:</i></p> <p>That’s a really good point.</p> <p>I like what you said about ____ because _____.</p>
<p><i>To build or add on:</i></p> <p>I’d like to add on to what you said.</p> <p>Also, _____.</p>	<p><i>To disagree respectfully:</i></p> <p>I’m not sure I agree with _____ because _____.</p> <p>I can see your point. However, _____.</p>

As the students are engaged in their conversations, Mrs. Patel listens so that she can provide “just-in-time” scaffolding and so that she’ll know what types of language are presenting challenges to her students. Carlos and Alejandra are discussing their ideas.

Carlos: If something *unjust* happened at school, I could *respond* by telling them to stop it. For example, if someone was being mean or saying something bad to someone, I could respond by telling them that’s not fair.

Alejandra: I’d like to add on to what you said. If something *unjust* happened at school, like if someone was being a bully, I could respond by telling them they have to be fair. I could use my words.

Carlos: Yeah, you could use nonviolence instead, like Martin Luther King, Jr.

Mrs. Patel: That's great that you also used the word "nonviolence," Carlos. You could also say, "We could *respond* by using nonviolence."

Carlos: Oh yeah, we could do that. We could respond by using nonviolence.

At the end of the lesson, Mrs. Patel asks the students to write down one sentence they shared with their partner or that their partner shared with them, using the words *unjust* and *respond*.

Teacher Reflection and Next Steps:

At the end of the week, the students write short opinion pieces in response to a scenario. Mrs. Patel requires them to use all five of the words they learned that week. When she reviews their opinion pieces, she sees that some students are still not quite understanding the nuances of some of the words, and she makes a note to observe these students carefully as the students continue to use the words throughout the coming weeks and to work individually with those who still need additional attention after having many opportunities over time to use the words in context.

Mrs. Patel's colleague, Mr. Green, who works with the small group of newcomer ELs at the Emerging level of English language proficiency, shares about the vocabulary instruction he provided that week. He also taught the five words explicitly. However, the level of scaffolding he provided was substantial. Because his colleagues indicated that this group of students was having difficulty sequencing their ideas in the Biography unit activities, he also provided many opportunities for the students to orally use language for recounting so that they would feel more confident using this type of language when they write their biographies. For example, he guided the students to orally recount personal experiences (e.g., what they did over the weekend in time order), and he worked with them to use language useful for recounting (e.g., past tense verbs, sequence terms). He also encouraged them to expand and connect their ideas in different ways (e.g., by creating compound sentences or adding prepositional phrases to indicate when things happened). He used experiences that were more familiar to the students so that they could initially focus on stretching their language without worrying about the new content knowledge. Next, he drew connections to the content of the "biographies" unit and supported them to use these language resources when recounting the events in the lives of the people they were learning about. He also focused on two of the general academic vocabulary words the other teachers taught, but he spent more time on the words so that the students would feel confident understanding and using.

Lesson adapted from Carlo, and others. (2004), Lesaux and Kieffer (2010), Spycher (2009)

Resources

Websites:

- Word Generation (<http://wg.serpmedia.org/>) has many ideas for teaching academic vocabulary in context.

Recommended reading:

Kieffer, Michael J., and Lesaux, Nonie K. 2007. "Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom." *The Reading Teacher* 61 (2): 134-144.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students**