

producing written texts and oral presentations. Thus, elements of academic language are addressed in the sections on meaning making, effective expression, and content knowledge for each grade. Students in grade seven are expected to read and write more complex literary and informational texts, expanding their content-area knowledge and actively developing their academic vocabulary in disciplines such as history, science, and other subjects. They make meaning of words and phrases that may be similar but hold different meanings depending upon the academic context.

The Language standards for vocabulary in grade seven echo the standards introduced in grade six. The application of the standards to increasingly complex text advances students vocabulary knowledge and use.

Snapshot 6.6 provides a brief glimpse of designated ELD instruction related to science in which the teacher and students examine the language of a text about earthquakes.

#### **Snapshot 6.6 Designated ELD Connected to Science in Grade Seven**

In science, students in grade seven learn about earth science topics such as plate tectonics. Specifically, they have gathered information about how plate tectonics relate to earthquakes in California, and they are now creating a labeled diagram to show the plates' location and movement. During science instruction, the students engage in collaborative discussions about the informational texts they read on the topic and the multimedia they view. These conversations are particularly animated as the school is not far from the epicenter of a recent earthquake.

During designated ELD time, teachers discuss with their English learners the language resources used in the science texts and tasks and support them to use this language in speaking and writing. They draw students' attention to the domain-specific vocabulary (e.g., *mantle*, *lithosphere*), general academic vocabulary (e.g., *distribution*, *movement*), and adverbials (e.g., *along breaks in the crust*, *at the rate of*) in the texts that students need to understand in order to understand the content of the texts they read and to effectively express their understandings in discussions about the content and in labs and in writing assignments. Teachers also highlight morphology in the informational texts students are reading by showing them how adding suffixes can change a word's part of speech and where it can be used in a sentence, which supports their knowledge of syntax (e.g., *converge/convergent*, *diverge/divergent*).

In addition to word level analysis and discussion, teachers strategically select sentences (such as complex sentences or those with long noun phrases) that may be challenging for the students to *unpack* and understand (e.g., "The second type of earthquake associated with plate tectonics is the shallow-focus event unaccompanied by volcanic activity." [<http://earthquake.usgs.gov>]). When analyzing these

sentences with students, teachers first model and then engage their students in unpacking the meanings of the sentences before identifying the grammatical boundaries in them (such as which words constitute the long noun phrases or dependent clauses in sentences).

Ultimately, the discussion is about how the language in the texts is used to convey particular meanings about the content students are learning in science. Therefore, during designated ELD, teachers provide structured opportunities for students to practice analyzing and discussing the language in the texts they are reading in science and to discuss their ideas about the content using the new language. This way, they will be able to use the language more confidently in speaking and writing tasks during science instruction, and their awareness of how English works to make meaning in science is enhanced.

**CA ELD Standards:** ELD.PI.7.6a,c,8,12a-b; ELD.PII.7.4-7

**CA CCSS for ELA/Literacy:** RI.7.3-4; L.7.1,3,6

**Related CA Next Generation Science Standards:**

MS-ESS2-2 – History of Earth: Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.

## Effective Expression

Students who have achieved the standards in the previous grades demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Expectations and examples of instruction for grade seven in effective expression are discussed in the following sections.



## Writing

In grade seven, expectations for students’ writing content, skills, and strategies build on those in grade six while expanding in subtle ways. Students continue to write three different text types for particular purposes and to conduct research, while expanding their abilities in key ways. For example, seventh graders now write arguments in which they acknowledge and address alternate or opposing claims; they support claims or counterarguments, as well as claims; and they use words, phrases, clauses, and appropriate transitions to create cohesion (W.7.1-2) They continue to write narratives to develop real or imagined experiences or events and must now establish a