

end of the Civil War, predictably, for this reason). Or, they engage in a debate about the text’s content using language they have learned, reinforcing by speaking the language they eventually write (e.g., an argument).

Designated ELD instruction can build on the sentence unpacking activity from the text about environmental degradation (discussed in the integrated ELD section) by focusing strategically on sentence and clause structure. Focusing on grammatical structure helps students understand texts’ meanings and read them more closely. Figure 2.22 presents one way a teacher helps her students deconstruct a challenging sentence that attends to structure while maintaining meaning making as the primary goal.

Figure 2.22. Sentence Deconstruction Focusing on Structure and Meaning

Sentence: Broken into clauses	Analysis: Type of clause and how I know	Meaning: What it means
Although many countries are addressing pollution,	Dependent (subordinate clause) It starts with <i>although</i> , so it can’t stand on its own. It <i>depends</i> on the other clause.	The clause gives credit to a lot of countries for doing something about pollution. Using the word <i>although</i> tells me that the rest of the sentence will show that what they are doing is not enough.
environmental degradation continues to create devastating human health problems each year.	Independent (main clause) It can stand on its own, even if I take the other clause away.	The clause has the most important information. Pollution keeps hurting a lot of people every year all over the world.

Although students may engage to a limited extent in such language-focused activities during subject matter instruction, during designated ELD teachers focus more intensively on the language of the texts and on the language learning needs of ELs at different proficiency levels. Focusing intently on language in ways that build into and from content both reinforces content learning and promotes academic language development. Discussions about language vary depending on students’ age, English language proficiency level, content instruction emphases, the level of collaboration among educators working with ELs, and many other factors. Importantly, discussions about language do not focus solely on grammatical structures or vocabulary but expand students’ comprehension of all levels and types of language, including text and discourse level understandings. Above all, teachers maintain a clear focus on students’ meaningful interactions with texts and with other people (both peers and adults) via intellectually rich tasks and content.

English learners at the Emerging level of English language proficiency use the same texts that other students do. Alternatively and depending on students’ needs, a companion text addressing the same content with more accessible language is useful as a temporary scaffold as students progress toward reading grade-level texts. Similarly, different vocabulary can be taught more intensively, such as everyday words that ELs very new to English need for basic communication. For ELs who are not newcomers to English, vocabulary instruction focuses primarily on the development of general academic and domain-specific words related to content area learning.

During designated ELD, teachers of younger ELs focus strategically on how the language of teacher read alouds is structured and create opportunities for children to practice the language. For example, after reading a complex informational text about bees, a teacher guides students to discuss,