# Snapshot Collection

of the

# English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve

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## Snapshot 3.1. *Tingo Tango Mango Tree*
## Integrated ELA and Mathematics in Transitional Kindergarten

Ms. Watson reads *Tingo Tango Mango Tree* by Marcia Vaughan to her transitional kindergarteners seated in front of her at the carpet area. After a lively discussion of the story, she asks the children what they notice about the animals' names. She repeats them and encourages the children to join her in saying the animals' names aloud. The iguana is named Sombala Bombala Rombala Roh. The flamingo is Kokio Lokio Mokio Koh. The parrot is Willaby Dillaby Dallaby Doh. The turtle is Nanaba Panaba Tanaba Goh. The bat is Bitteo Biteo. They repeat the names several times and comment that most of the names are longer than any they have ever heard! Together, with Ms. Watson's support, the children clap the syllables in each character's name. They determine that all the names except the bat's are composed of ten syllables! Bitteo Biteo contains six syllables. Ms. Watson suggests the children clap the syllables in their own names. Modeling her name first, she claps twice noting that Wat-son has two syllables. The children turn to a neighbor to share and confirm the number of syllables in their own names.

Ms. Watson asks each individual to clap his or her name for the group, and corrective feedback is gently, but clearly, provided. The children next organize themselves into groups in different areas of the room. Those with one-syllable names stand in one area, those with two syllables stand in another area, and so on. With Ms. Watson's guidance, the children form a *human histogram*, defining the term. With a common starting point, they line up with all children having one syllable in one line, those with two-syllable names in another, and so on. They converse with their peers about their observations of the lines. Which line has the most children? Which has the fewest? What does the length of each line mean?

Following the activity, the children return to their tables and write their names on sticky notes. These will be used to construct a paper histogram. The children affix the notes to a group chart, creating columns above the appropriate number on the horizontal axis. For example, Jean places her sticky note in the column above the number "1," signifying that her name consists of one syllable. Michi places her sticky note in the column above the number "2," Makayla places her sticky note in the column above the number "3," and Jeremiah places his sticky note in the column above the number "4." The children talk with one another about their observations of the developing histogram, exclaiming over the data. Ms. Watson listens to the children as they converse informally, and she purposefully prompts them to use specific terms to describe the mathematical ideas (such as *more than*, *fewer than*, *the same number as*). As needed, she models using mathematical language for her EL students and then asks them to say the words with her.

Ms. Watson then gathers all the children together at the carpet area and solicits comments about any conclusions they are drawing. The children's comments are written on the chart alongside the histogram. For example, one child observes that "There are more people with two-syllable names than any other number of syllables." Another child observes that "There are the same number of children with one-and four-syllable names." A few children suggest that the story character's names be included on the graph, and they all chant the unusual names together, giggling as Ms. Watson creates sticky notes for them. Together they decide the horizontal axis needs to be extended to have a place for 10-syllable names, and they affix each character's sticky note where it belongs. Strategically, and by popular demand, the

## Snapshot 3.1. *Tingo Tango Mango Tree*
## Integrated ELA and Mathematics in Transitional Kindergarten (cont.)

teacher rereads the book several times over the next several days and engages the children in syllable clapping. The book and chart remain accessible for a couple of weeks, so students can continue to look at and converse about them informally.

**Resource**

Vaughan, Marcia. 1995. *Tingo, Tango, Mango Tree*. Englewood Cliffs, NJ: Silver, Burdett Press.

**CA CCSS for ELA/Literacy:** RL.K.2b; RF.K.2b; W.K.2; SL.K.1, 6; L.K.6

**CA ELD Standards:** ELD.PI.K.1, 2, 3, 5; ELD.PII.K.5

**Related CA CCSS for Mathematics:**

K.CC.5 Count to answer "how many?" questions . . .

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group . . .

K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute, and describe the difference.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Related California Preschool Learning Foundations (60 months):**

Reading 2.1 Orally blend and delete words and syllables without the support of pictures or objects.

Number Sense 1.4 Count up to ten objects, using one-to-one correspondence . . .

Number Sense 2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").

Algebra and Functions 1.1 Sort and classify objects by one or more attributes, into two or more groups . . .

**Source**

Snapshot based on

Yopp, Hallie K., and Ruth H. Yopp. 2000. "Supporting Phonemic Awareness Development in the Classroom." *The Reading Teacher* 54 (2): 130–143.

## Snapshot 3.2. *Goldilocks and the Three Bears*
## Integrated ELA and ELD in Transitional Kindergarten

Transitional kindergarteners listen to, enjoy, and discuss the book, *Goldilocks and the Three Bears,* several times over the course of a week. They chant along when there are repetitive phrases, ask and answer questions about the story, and talk about the illustrations. Their teacher, Mrs. Haddad, guides children's identification of key story details by using its narrative structure and recording the characters, settings, and events of the plot on a large chart. With support, children use 12" x 18" construction paper to construct individual books. Drawing or using cut paper, each child designs a cover page, a page with a home in the forest, a third page with three bowls, a fourth with three chairs, and a fifth page with three beds. Paper cutouts of Goldilocks and the bears are given to the children to use as props. The children move the props through the pages of their books as they read, using the cutouts as scaffolds as they retell the story to one another.

Mrs. Haddad thoughtfully selected the book for the retelling activity because there are objects, such as bowls, chairs, and beds that can serve as memory triggers for story events and structures and phrases used repeatedly throughout the story: "This porridge is too hot! This porridge is too cold! This porridge is just right." Before they use their books to retell the story, and while the other children are engaged in collaborative tasks at literacy stations, Mrs. Haddad spends extra time with her EL children who are at the Emerging level of English language proficiency. Using a book she has constructed, which is similar to the one the children each made, she collaboratively retells the story with the children. She also prompts the children to use transition terms, such as *then* and *next,* and draws their attention to past tense verbs (e.g., Baby Bear *said*). She intentionally models enthusiasm and intonation, and she invites the children to do the same. This way, she is helping to build the language and confidence EL children will need to participate in the retelling of the story with other children.

The children have multiple opportunities to retell the story using their books with different partners. Mrs. Haddad offers to video record those who wish to be recorded so that the story may be viewed on a class computer during independent choice time. Eventually, the books are taken home so that children may tell the story to their families.

**Resource**

Cauley, Lorinda B. 1981. *Goldilocks and the Three Bears*. New York: Putnam.

**CA CCSS for ELA/Literacy:** RL.K.1–3; W.K.3; SL.K.1–2; L.K.6

**CA ELD Standards**: ELD.PI.K.12a; ELD.PII.K.1, 2, 3b

**Related California Preschool Learning Foundations (60 months):**

Listening and Speaking 1.4 Use language to construct extended narratives that are real or fictional.

Reading 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferences), retelling, reenacting, or creating artwork.

**Source**

Snapshot based on

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text*. 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.

## Snapshot 3.3. Animal Informational Alphabet Books
## Integrated ELA, Science, and Visual Arts in Transitional Kindergarten

It is spring and most of the transitional kindergarteners know many of the letters of the alphabet; some know them all. Mrs. Heaton has been sharing a variety of informational animal alphabet books with the students in recent weeks, including Jerry Pallotta's *The Ocean Alphabet Book*, *The Sea Mammal Alphabet Book*, and *The Butterfly Alphabet Book,* to reinforce their letter knowledge as well as expose them to informational text and life science concepts. The children are enraptured by the interesting information they are learning about animals and they enthusiastically ask and answer questions about the content. Mrs. Heaton leaves the books at a classroom center so the children can explore and enjoy them on their own.

One morning, the children enter the classroom to find butcher paper stretched all the way across one wall of the room. Spanning the length of the paper are the letters of the alphabet. Mrs. Heaton tells the children they are going to create a mural using many of the animals they have been reading about and add any other animals they would like to learn about. Throughout the week, the children use the books and other materials, including printed and digital images, to paint one or more animals of their choice. They ask Mrs. Heaton to read and reread sections of the alphabet books to help them remember interesting information and they dictate sentences about their animals to Mrs. Heaton, who prints the name of the animal and the student's corresponding sentence on a large index card. As they dictate their sentences, Mrs. Heaton takes the opportunity to broaden the children's language repertoires by prompting them to provide more details about their animals (such as, it swims *in the ocean*) and to use precise vocabulary to describe them (such as, it uses its *enormous* mouth to get lots of *plankton*). She is mindful of how important this is for all children, but especially for her EL children.

With support from Mrs. Heaton or a family volunteer, the children cut out their painted animals and identify where to position them on the alphabet mural. Daniel, for example, who drew a jellyfish, finds the letter "J" on the mural and requests that his teacher tape his painting and sentence under it. While the mural is under construction, and for several weeks thereafter, the students enjoy viewing the animals and listening to the teacher and other adults read the information they dictated onto the index cards.

**Resources**

Pallotta, Jerry. 1989. *The Ocean Alphabet Book.* Watertown, MA: Charlesbridge.

Pallotta, Jerry. 1995. *The Butterfly Alphabet Book.* Watertown, MA: Charlesbridge.

Pallotta, Jerry. 2012. *The Sea Mammal Alphabet Book.* Watertown, MA: Bald Eagle Books.

**CA CCSS for ELA/Literacy:** RI.K.1; RF.K.1; RF.K.3a, b; W.K.2; L.K.6

**CA ELD Standards:** ELD.PI.K.2, 10, 12b; ELD.PII.K.4, 5

**Related CA Next Generation Science Standards:**

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1 Construct an argument supported by evidence for how pants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**Related Visual and Performing Arts Content Standards:**

Visual Arts K.2.5 Use lines in drawings and paintings to express feelings.

## Snapshot 3.3. Animal Informational Alphabet Books Integrated ELA, Science, and Visual Arts in Transitional Kindergarten (cont.)

**Related California Preschool Learning Foundations (60 months):**

Reading 3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.

Reading 3.3 Begin to recognize that letters have sounds.

Scientific Inquiry 2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults) . . .

Life Sciences 1.1 Identify characteristics of a greater variety of animals and plants . . .

## Snapshot 3.4. Collecting and Reporting Data on Litter at School Integrated ELA, ELD, Science, and History–Social Science in Kindergarten

The kindergarteners in Mr. Kravitz's classroom listen to several informational and literary texts about the importance of caring for the environment and the impact litter has on local habitats. Mr. Kravitz guides a discussion about this type of pollution, asking—and encouraging the children to ask—questions about the information they are learning from the texts. He prepares them for paired as well as large group conversations about what they are learning by revisiting the texts and images, and drawing attention to some of the vocabulary that may be particularly useful for their discussions. For example, he reviews and writes on a chart some of the general academic (e.g., *discard, accumulate, observe, impact*) and domain-specific (e.g., *habitat, pollute, litter*) vocabulary from the texts that convey important ideas.

Next he has students meet in pairs to talk about what they have learned. Many of them refer to the chart to remind themselves and each other about the concepts and accompanying vocabulary. After sharing in pairs, the children gather in small groups to draw and label illustrations about what they learned and discussed. They work collaboratively, talking about their understandings and making decisions about their illustrations and the words they will use to label them. After each group presents and explains a labeled illustration to the entire class, the illustrations are displayed on a bulletin board. Next the children identify three areas of the school grounds where they can examine litter in their school environment. They identify the location where students are dropped off and picked up, the outdoor lunch area, and the playground. For five days in a row, teams count (and safely collect and discard) individual items during the final half hour of school and record the count in each area on a chart.

At the end of the week, the children determine which area accumulated the most trash by adding the daily counts. Mr. Kravitz leads a discussion about their findings and guides children to think about the consequences of the litter in these locations and possible actions they can take to change the amount of litter accumulating in these places. Some of the children say that the litter makes their school ugly. Others mention the potential danger to their own health and that of the birds and other animals who visit their school. Together, with Mr. Kravitz serving as scribe, they jointly craft a letter to the principal, incorporating some of the special terminology used in their discussions and readings. After carefully revising and editing it as a group with teacher assistance, they invite the principal to the class to share their findings and present their letter to her.

**CA CCSS for ELA/Literacy**: RL.K.1; RF.K.2; W.K.2; SL.K.1, 6; L.K.6
**CA ELD Standards**: ELD.PI.K.1–2, 5, 6, 9–11, 12b; ELD.K.PII.1, 3
**Related CA Next Generation Science Standards**:
*Performance Expectation*
K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
*Science and Engineering Practices*
Planning and Carrying Out Investigations
Analyzing and Interpreting Data
**Related CA History–Social Science Standard**:
Civic participation

## Snapshot 3.5. *David Goes to School*
## Integrated ELA and Civics in Kindergarten

The students in Ms. Miller's class are familiar with young David's antics in David Shannon's picture book, *No, David!* They have chuckled with Ms. Miller over the story and illustrations many times. This week, Ms. Miller reads aloud Shannon's sequel, *David Goes to School,* in which young David breaks one classroom rule after another. With support, the children identify and discuss the main ideas of the narrative conveyed in the text and illustrations at appropriate points.

Ms. Miller asks text-dependent questions to guide the children's comprehension and critical analysis of the story. She returns to the story with them to locate specific language in the text that addresses these questions:

- What are the school rules in this book?
- Who is the author? Do you think the author believes that it is important to have rules at school and in the classrooms? Why?
- What does David think of the rules? Does he think they are important? How do you know?
- What lessons do you think the author wants us to learn about rules that we can apply to our own school?
- Let's compare the rules in our school with the rules in David's school. Which are similar and which are different?

To further develop students' critical thinking, Ms. Miller asks students to reflect on the rules in their own classroom. She refers to the posted list of classroom rules that the children helped develop early in the school year and encourages them to engage in brief, small group conversations to consider whether any rules need to be changed or new ones added. Knowing that some of the children need scaffolding to convey their thoughts, she provides an optional sentence frame ("We should add/change _____ as a rule because _____.") to help them answer the following questions:

- What rules in our classroom would you like to change? Why?
- What rules in our classroom would you like to add? Why?

Ms. Miller considers changing or adding one or more of the classroom rules so that the children recognize that their views have impact.

**Resources**

Shannon, David. 1998. *No, David!* New York: Blue Sky Press.

Shannon, David. 1999. *David Goes to School*. New York: Scholastic.

**CA CCSS for ELA/Literacy:** RL.K.1.1–3; SL.K.1.1–2

**Related CA History–Social Science Standard**:

K.1 Students understand that being a good citizen involves acting in certain ways.

**Civic Themes**:

Building a Foundation for Civic Literacy

Rules and Laws in Our World

## Snapshot 3.6. Expanding Science Observations, Designated ELD Connected to Science in Kindergarten

Mr. Hunt often provides opportunities for his kindergarteners to explore science concepts using toy models or real objects (e.g., real earthworms and soil, toys with wheels). The children in his class observe the natural world (e.g., in the school garden, at a science literacy station) and record and discuss their observations with one another. He also reads aloud many informational texts, and he shows videos that convey information on the science concepts under study. Each day, he has his students write (or dictate) and draw about what they are learning in their science journals. Some of the language in the science texts, such as domain-specific vocabulary (e.g., *soil, root, stem, germination, sprout*), general academic vocabulary (e.g., *emerge, develop, delicate*), and prepositional phrases (e.g., *in the ground, for three weeks*) is new for his EL children.

Mr. Hunt provides structured opportunities for EL students to use new language they are learning in meaningful ways in both science and designated ELD time. For example, during a science unit on insects, he asks the children to use models of insects as well as refer to notes and labels they have recorded in their science observation logs to *describe or explain* the science concepts they are learning about to classmates. For example, they discuss structure and function of insect anatomy, behavior, habitat). He prompts the children to use domain-specific vocabulary (e.g., *antennae, wings, abdomen*), and he supports their speech and writing with open sentence frames that target particular grammatical structures (e.g., *When the bee lands on the flower, ___*).

Mr. Hunt differentiates instruction depending on the group he is working with. For example, with all of the children during designated ELD, he discusses ways in which they can *select language resources* and *expand and enrich their ideas* to be more precise and detailed when they orally describe the insects they are learning about. For students at the Emerging level of English language proficiency, he structures opportunities for them to use precise, domain-specific words (e.g., *larva*, *thorax*) when they describe their ideas; add a familiar adjective (e.g., *big*, *small*, *green*) to their modify nouns; and use simple prepositional phrases (e.g., *on the leaf*) to add detail to their sentences.

He shows EL students at the Expanding level how to *expand and enrich* their ideas in increasingly complex ways. For example, he shows them how to add the prepositional phrases *with full pollen baskets* and *around the flowers* to the sentence *The bee is flying*. This creates the more detailed sentence, *The bee with full pollen baskets is flying around the flowers.*

He discusses the meaning of these sentences, provides the children with many opportunities to experiment with orally expanding and enriching their ideas in similar ways, and shows them where these types of sentences occur in the texts he is reading to them.

He also works with the children to *connect their ideas* by combining sentences with coordinating conjunctions. He guides children at the Emerging level of language proficiency to construct the following types of compound sentences:

Bees are insects. Bees make honey. → Bees are insects, and they make honey.

When he works with his EL students at the Expanding level of English language proficiency, he guides them to construct the following types of complex sentences:

Bees are insects. Bees make honey. → Bees are insects *that* make honey.

## Snapshot 3.6. Expanding Science Observations, Designated ELD Connected to Science in Kindergarten (cont.)

In ELA and science, Mr. Hunt encourages his EL students to use the language they have been learning in designated ELD for both oral and written tasks. For example, when the students write about the observations they have made in the garden, Mr. Hunt prompts them to expand and enrich their sentences, as well as to connect them.

**CA ELD Standards*:*** ELD.PI.K.6, 12b; ELD.PII.K.4–6
**CA CCSS for ELA/Literacy**: RI.K.1-2; SL.K.2–3; SL.K.5; W.K.2; L.K.4; L.K.6
**Related CA Next Generation Science Standard**:
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

## Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten

New Horizons Academy is a Two-Way Bilingual Education TK–12 school with the goals of developing students' bilingualism, biliteracy, high academic achievement in both English and Spanish, and cross-cultural understanding. When they enter the TK and kindergarten programs, about one-third of the school's students are Spanish-dominant, about one-third are English-dominant, and about one-third are English-proficient bilingual (Spanish-English) from homes where both languages are spoken. By the time they graduate, all students receive California's Seal of Biliteracy. Recognizing that Spanish-dominant students who develop advanced literacy in Spanish are more successful in both English and Spanish, the school has a strong commitment to fully developing both advanced Spanish and English throughout the high school years.

Social justice and cultural awareness are major emphases at the school. Beginning in the earliest years, students learn about how to care deeply about themselves and others. Not only do they develop language and literacy in their primary language and in English, they also learn about their own and others' cultures and about issues affecting their community and the world. Beginning in the upper elementary grades, students go with their teachers to the local homeless shelter to donate food from the school's urban farming program. In middle and high school, all students form leadership teams that work together to design and implement community-based, social justice projects to benefit the school and local community. Examples of the projects include cleaning the beaches; tending urban gardens; participating in support and alliance groups (e.g., LGBT, Dreamers); building community awareness about local, state, national, and world issues; participating in political campaigns and other types of socially responsive programs. Teachers support these projects across the curricula, and parents and families are integral to these efforts. Each member of the school community (students, parents and family members, educators) is expected to embrace the guiding principles represented by the school's "Mandala" Commitments:

**New Horizons Academy Mandala Commitments**

Mandala means circle in Sanskrit and represents wholeness in Hindu and Buddhist traditions. It is a model for the organizational structure of life, reminding us of our relation to the world that extends both beyond and within our bodies and minds.

**Community:** We are able and willing to express our ideas, beliefs and feelings; to hear and respect the ideas, feelings, and beliefs of others. We take responsibility for the life of our community.

**Empowerment:** We claim our power to define ourselves and to struggle for liberty.

**Well-Being:** We nurture our minds, bodies, and spirits by practicing healthy habits.

**Creativity:** We express our uniqueness, imagine new possibilities, shape ourselves, and impact the world.

**Love:** We care deeply about ourselves and others and express caring through our actions.

**Inquiry**: We constantly seek understanding by asking questions of ourselves and of the world around us.

**Scholars:** We are critical thinkers engaged in a lifelong pursuit of knowledge.

**Activists:** We envision a just and humane world, strive to make it real, and inspire others to do the same.

**Courage:** We have the strength to recognize and challenge our fears.

(Adapted from Los Angeles Leadership Academy)

## Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten (cont.)

In kindergarten, the children's bilingual and biliteracy development involves a variety of rich learning experiences, including opportunities to express their creativity at the dramatic play area in each classroom, which has a puppet theater, a dress-up chest, and a playhouse for acting out scenes from storybooks or everyday life experiences. The writing and art area provides a variety of materials, including different kinds of paper, crayons, markers, pencils, and other things useful for writing and illustrating stories as well as other text types. The listening center provides recordings of stories, poetry, and informational texts in both Spanish and English. These areas allow the children to develop new understandings, learn from one another, and express themselves in meaningful and relevant ways in Spanish, English, and sometimes both.

Daily activities include much singing, conversing, and reading in both languages. While their teachers read sophisticated storybooks in both languages to all students and engage in other types of learning where they use either Spanish or English, designated ELD offers an opportunity for teachers to focus intensively on supporting their young English learners to develop both conversational and academic English. By listening to and discussing sophisticated stories during designated ELD, the teachers are able to guide their EL students to engage in meaningful oral discourse in English, learn about vocabulary and grammatical structures in written English, and develop phonological awareness and concepts of print in their additional language; these elements of oral language development are closely linked to learning to read and write. Most of the EL children in kindergarten are at the Emerging level of English language proficiency. Having the opportunity during a protected time each day to delve deeply into rich storybooks in English and into learning about how English works allows the teachers to intensively focus on meeting their EL students' particular English learning needs.

Most of the designated ELD instruction in kindergarten focuses on engaging students to join in the experience of teacher read alouds of storybooks. Through these interactive read aloud experiences, the children engage in extended conversations in response to text-dependent questions and have repeated exposure to the rich vocabulary in the books. The children discuss and write their opinions and ideas about the stories, and their teachers explicitly teach them some of the general academic vocabulary from the books so that they can use this language in related speaking and writing contexts. During designated ELD time, the teachers reinforce (but do not introduce for the first time) concepts of print, phonological awareness, and phonics in English. The school has made a commitment to include intentional and explicit teaching of transferable and non-transferable skills beginning in kindergarten and has a well-articulated plan for gradually developing EL (and other) students' English language and literacy skills from early childhood through the elementary years and beyond. All students learn to read and write primarily in Spanish first, but they also learn critical literacy skills in English early on so that when they begin to engage with increasingly complex literacy tasks in English, they will have the language and literacy skills necessary to succeed. The teachers use the following principles when they plan lessons for engaging their EL children in rich storybook read alouds during designated ELD time. Each story takes about a week to teach.

## Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten (cont.)

### Interacting with Storybooks: Principles for Planning

**Book Choice:** Choose books that lend themselves to extended discussions and that contain many general academic vocabulary words. Frequently use culturally relevant books as well as bilingual books.

**Repetition and Interaction:** Read the story several times during the week, delving into different aspects of the story each day. Ask a few text-dependent questions for literal comprehension (first day) and inferential comprehension (other days). Use open sentence frames, appropriate for the questions and adjusted to the children's language learning needs (not too easy, and not too hard).

**Vocabulary:** Stop at strategic points to explain word meanings, act out (with gestures and facial expressions) the words, or point to an illustration for the word, and have the children repeat the words chorally. Choose a limited set of general academic words (three to five) to teach explicitly after reading the story. (Also explicitly teach everyday English words that the children do not know and that are essential to understanding the story and discussing it.)

**Repetitive Phrases:** Choose two to three repetitive phrases that are essential to understanding the story and are fun to say, and have the children join along in chanting the phrases when the phrases arise.

**Primary Language:** Use the children's primary language, when appropriate, to facilitate story comprehension and vocabulary development.

**English Foundational Skills:** Strategically reinforce English foundational skills (e.g., concepts about print, rhyming words, sounds in English that do not transfer to Spanish and those that do) while reading or jointly constructing texts about the story.

**Writing:** Sum up each lesson with quick (5-minute) writing tasks, such as describing a character, writing in response to a text-dependent question, giving an opinion. Engage the students in jointly reconstructing the story once it has been read several times and vocabulary has been taught. Facilitate students' use of new general academic vocabulary (e.g., *scrumptious, encouraged*) and grammatical structures (e.g., *Once upon time* . . . , *After she went to sleep* . . . ) as you retell/rewrite the story together.

**Extending Understandings:** Expand the ideas in the book to other classroom tasks. Provide copies of the book (in both languages, if possible) in the library area, writing and art center, and listening center. Encourage the children to retell the story, dramatize it, and write it (or an altered version of it) themselves once they have heard it several times.

During Writing Workshop, the kindergarten teachers notice that the EL children (and other dual language learners) usually choose to write in Spanish. Sometimes, however, they choose to write in English or to write bilingual stories. The teachers continue to encourage all of the children to develop sophisticated understandings of both Spanish and English and to use the language skills, abilities, and knowledge they develop in designated ELD throughout the day.

## Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten (cont.)

**Additional Information**

**Web sites**

- Dual Language of New Mexico maintains an extensive array of resources for dual language programs: http://www.dlenm.org/.
- Center for Applied Linguistics (CAL) provides resources for two-way immersion and dual language educators: http://www.cal.org.
- Colorín Colorado has many resources for teachers and parents that support dual language development: http://www.colorincolorado.org/.
- Bilingual Learning (a project of Southern California Public Radio, http://www.scpr.org/) has many examples of dual language education programs (including a map for finding California bilingual programs), as well as research and information: http://projects.scpr.org/bilinguallearning/.
- Some additional examples of California Bilingual Programs are the following:
  - Semillas Community Schools: http://www.dignidad.org/
  - Los Angeles Leadership Academy: http://www.laleadership.org

**Recommended reading**


Gillanders, Cristina, and Dina Castro. 2011. "Storybook Reading for Young English Language Learners." *Young Children*. January: 91-95. (http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf).

Howard, Elizabeth R., Julie Sugarman, Donna Christian, Katherine J. Lindholm-Leary, and Rogers, D. 2007. *Guiding Principles for Dual Language Education.* 2nd ed. Washington, DC: Center for Applied Linguistics. (http://www.cal.org/twi/guidingprinciples.htm).

Naqvi, Rahat, Anne McKeough, Keoma Thorne, and Christina Pfitscher. 2012. "Dual-Language Books as an Emergent-Literacy Resource: Culturally and Linguistically Responsive Teaching and Learning." *Journal of Early Childhood Literacy* 13 (4): 501-528. (http://ecl.sagepub.com/content/13/4/501.refs).

## Snapshot 3.8. Examining a Table of Contents in Grade One

Before guiding a small group of first graders through reading an informational text, Miss Zielonka asks the children to examine the Table of Contents. She asks the children to think about the purpose of the table. What is in it? Why did the author include it? How does it assist readers? The children share their thoughts with a partner and then several offer their ideas to the group. Miss Zielonka acknowledges that the table informs readers of the categories of information in the text and she expresses interest in the topics the author has included. She comments on what she is most excited to learn about and asks the children if they already know about some of the topics. She provides each student with a sticky note to tag the page. With support, the children read the book, identifying and talking about the main ideas of the content at appropriate points. They pause at new sections and revisit the Table of Contents to confirm that the table matches the sections. Later, the children have time to explore other books in the classroom library. They discover that some books have Tables of Contents while others do not. They share their findings with one another. After further instruction, the children will write their own informational books on topics they have been researching. They will think about how to organize the information and will include headings and a Table of Contents, using the books they have explored as examples.

**CA CCSS for ELA/Literacy**: RI.1.2, 5; W.1.2, 4; SL.1.1, 2; L.1.1–3, 6

## Snapshot 3.9. Teaching Science Vocabulary Integrated ELA, ELD, and Science in Grade One

After initial teaching that included child-friendly definitions at point-of-contact (while reading texts aloud to students or discussing science concepts), Mr. Rodriguez selects several domain-specific words from the students' ongoing study of life cycles for deeper exploration. One word he selects is *metamorphosis* because it represents a crucial concept in the content. He asks students to think about where they had heard the word during their study, and with his assistance, they recall that it was used in the book about caterpillars changing into moths and in the time-lapse video clip showing tadpoles becoming frogs. On large chart paper he draws a graphic known as a Frayer Model. He writes the target word in the center and labels the four quadrants. He reminds the students of the definition—it was one they had discussed many times—and asks them to share with a neighbor something they know about the concept after the recent few weeks of investigation. Next he records the definition generated with the children's assistance in one quadrant of the chart.

Mr. Rodriguez then asks students to reflect on their learning and offer some examples of animals that undergo metamorphosis, recording their contributions in the appropriate places on the chart. Importantly, he also asks for examples of animals that do not undergo metamorphosis, thus better supporting concept development. Finally, he supports the children in identifying some characteristics of metamorphosis. What does it entail? What are some important aspects of metamorphosis? As he asks each of these questions, he provides students with sufficient time to turn and talk in triads about their ideas. He supports his EL students' participation and engagement in the conversations with sentence frames (e.g., "One thing that's important about metamorphosis is ___.")

Mr. Rodriguez subsequently selects several additional words from the unit, ensuring that his selections are words relevant to the science unit that had been explicitly taught and used numerous times. These words included *cycle*, *mature*, and *develop*. The children worked in teams to create a Frayer Model for the term of their choice, using books and other materials for reference. Mr. Rodriguez encourages the children to use the "language frames for conversations" poster in the classroom, which has frames such as "I agree, and ___. I agree, but ___." He tells the children that he expects their charts to be accurate and legible so that other students can understand and learn from them, and he also encourages them to include graphics and illustrations. Mr. Rodriguez circulates from one team to another, providing support as needed. He carefully observes his students with disabilities and the EL children to determine how they are interacting with the task and with others, providing strategic scaffolding based on their particular learning needs. Later, each team presents its chart to the larger group. The children stand at the front of the room, read the text on their chart aloud, provide elaboration on what they had written, and respond to questions and comments from their peers. The charts are displayed on the bulletin board for the duration of the unit of study so that the children can reference and begin to integrate the terms into their speaking and writing.

## Snapshot 3.9. Teaching Science Vocabulary
## Integrated ELA, ELD, and Science in Grade One (cont.)

metamorphosis

**Definition**

Metamorphosis is a major change in the bodies of certain animals as they become adults.

**Characteristics**

- the animal's physical appearance changes a lot
- the animal's behaviors change
- the animal's habitats need change

**Examples**

- tadpoles to frogs
- caterpillars to butterflies
- larva to mosquitoes

**Non-examples**

- puppies to dogs
- kittens to cats
- chicks to hens
- calves to cows
- cubs to lions

**CA CCSS for ELA/Literacy**: L.1.1–2, 5; SL.1.1, 2, 4

**CA ELD Standards**: ELD.PI.1.1–3, 6, 9, 12b; ELD.PII.1.6

**Related CA Next Generation Science Standards**:

*Performance Expectation*

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## Snapshot 3.10. Mathematical Word Problems Designated ELD Connected to Mathematics in Grade One

Mrs. Noguchi is teaching her students to explain their thinking when they solve mathematical word problems. She models how to do this while thinking aloud for her students as she solves word problems using her document camera. She draws figures with labels to make her thinking visible, and she identifies language in the word problems that reveals what kind of word problem it is (e.g., *how many are left, how many are there altogether, how many more).* She provides opportunities for her students to practice what she is modeling, and she has them work collaboratively to solve word problems with peers and explain to one another how they are solving the problems. She also has them draw and label to show visually how they solved the problems.

During designated ELD instruction, Mrs. Noguchi works with her EL students to help them understand and gain confidence using the language needed to explain their mathematical thinking. For example, she uses familiar word problems from mathematics instruction and guides the children to chart the words and phrases needed to solve and explain the problems (e.g., *add, subtract, total, in all, how many more, how many are left*). Using puppets, manipulatives, and small whiteboards, the students work in triads and take turns assuming the role of "math teacher." They show their "students" how to solve the math problems as they *explain* how to solve them. She prompts the "teachers" to ask their "students" questions as they are explaining how to solve the problems so that they can practice using the terms in meaningful ways.

Mrs. Noguchi also prompts the children to provide good reasons for solving the problems the way they did. To support their explanations, she provides them with sentence frames tailored to the English language proficiency levels of her ELD groups. For example, when she works with children at the Emerging level of English language proficiency, to support them in explaining the sequence of their problem solving, she provides them with sentence frames containing sequencing terms (e.g., First, you ___. Then, you ___. Next, you __.). She provides ELs at the Expanding level with sentence frames that will promote more extended explanations of their thinking (e.g., First, you ___, because ___. After that, you have to _____ so you can see ___.). As the children engage in the task, Mrs. Noguchi observes them and encourages them to use the mathematical terms and phrases (e.g., *subtract, how many altogether*) in their explanations.

During math time, Mrs. Noguchi encourages her students to use the new language they have been practicing in designated ELD, and she observes how they are using the language to express their mathematical understanding so that she can continue to tailor her ELD instruction to her students' language learning needs.

**CA ELD Standards**: ELD.PI.1.1, 3, 5, 6, 11, 12b (Em); ELD.PI.1.1, 3, 5, 6, 11, 12b (Ex); ELD.PII.1.2 (Em); ELD.PII.K–1.2, 6 (Ex)
**CA CCSS for ELA/Literacy:** RI.1.1, 2; SL.1.2, 5, 6; L.1.4, 6

## Snapshot 3.10. Mathematical Word Problems
## Designated ELD Connected to Mathematics in Grade One (cont.)

**Related CA CCSS for Mathematics**:

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

## Snapshot 3.11. Expanding Sentences and Building Vocabulary Designated ELD Connected to ELA/Social Studies in Grade One

In Social Studies, Mr. Dupont's class has been learning about how being a good citizen involves acting in certain ways. Through teacher read alouds of informational and literary texts (including stories and folktales), as well as viewing videos and other media, the children experience and identify examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history. Mr. Dupont takes care to emphasize American and international heroes that reflect his students' diverse backgrounds. He frequently asks the children to discuss their ideas and opinions in order to prepare them to write an opinion piece explaining why they admire a historical figure mentioned in one of the texts they have been reading.

Because Mr. Dupont's EL children are at the Bridging level of English language proficiency, during designated ELD he provides his students with extended opportunities to discuss their ideas and opinions, as he knows that this will support them later when writing down their ideas. He strategically targets particular language that he would like students to use in their opinion pieces by constructing sentence frames that contain specific vocabulary and grammatical structures that will enable his students to be more precise and detailed (e.g., My favorite hero is ___ because ___. ___ was *very courageous* when ___.). He explains to the children how they can expand their ideas in different ways by adding information about where, when, how, and so forth. For example, he explains that instead of simply saying, "She worked on a farm," children could say, "She worked on a farm *in California,"* or they could add even more detail and precision by saying, "She worked on a farm *in the central valley of California."* He provides his students with many opportunities to construct these expanded sentence structures as the students discuss the historical figures they are learning about and then write short summaries of their discussions at the end of each lesson. During these lessons, he encourages the children to refer to the texts they have previously read together and to cite evidence from them to support their ideas.

Mr. Dupont also delves more deeply into some of the general academic and domain-specific vocabulary critical for discussing and writing opinions and ideas on the topic (e.g., *courage*, *determination, honesty).* He teaches the words explicitly, paying careful attention to the conceptual understanding of the terms, rather than merely providing short definitions. He structures opportunities for his students to engage in collaborative conversations in which they use several of the words in extended exchanges, and he supports the children to use the words accurately and appropriately by providing sentence frames that contain the words (e.g., I show responsibility when I ___. Honesty is important because ___.).

Mr. Dupont thinks strategically about how oral language can serve as a bridge to written language in order to prepare his students for writing their opinion texts, and he observes his students during social studies and ELA to see how they are applying the language they are learning in designated ELD.

**CA ELD Standards (Bridging):** ELD.PI.K–1.1, 3, 6, 10, 12b; ELD.PII.K–1.4–5, 6

**CA CCSS for ELA/Literacy:** RI.1.1; SL.1.1, 4, 6; L.1.6

**Related CA History–Social Science Standard:**

1.5.1 Recognize the ways in which they are all a part of the same community; sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

## Snapshot 4.1. Understanding Erosion
## Integrated ELA and Science in Grade Two

In small groups, second graders engage in a hands-on science activity in which they pour water on mounds of sand and dirt in order to understand erosion. They change the amount of water and the number of times they pour water on the same mound, observing closely the effects on the sand and dirt. The experience draws "oohs" and "ahhs" from the children who enthusiastically discuss their observations. "Look at the big valley that created!" "Look where all the sand is going! There is almost none left on the mound!" Then the children individually write notes and draw sketches with labels in their journals. Students check with a peer to determine if their entries make sense. Throughout the activity and the journal writing, their teacher, Mrs. Dubois, circulates and supports students as needed. She prompts their use of domain specific vocabulary (e.g., *erosion*, *runoff*, *deposition*) in their discussions. She knows which students will need assistance recording their thoughts. She encourages individuals to add detail to their entries.

Later the students view Web pages on the topic of erosion, including some animations their teacher and the teacher librarian located, and they explore the images and text in books about erosion. They demonstrate their understandings of the content they have researched by engaging in a discussion with the teacher and peers. Mrs. Dubois's observations of students' understandings is supplemented by a few carefully planned questions designed to elicit statements about the students' findings.

In small teams, and with guidance from the teacher and other adults, the children use digital cameras to take photographs of erosion on their school grounds. The photographs include images of small valleys created by rain runoff and a wearing down of the asphalt where there is high foot or vehicle traffic. The students insert the photos into a digital presentation using software such as PowerPoint, Keynote, or Prezi and add language to explain the images. A rubric for evaluating digital presentations by second graders had been shared and discussed previously. Children referred to it as they created their presentations and the teacher used it to provide feedback on drafts. The children share their final digital presentations with a neighboring class and enthusiastically decide to post it on the class Web page for families to view.

**CA CCSS for ELA/Literacy**: RI.1.7; W.1.2, 6; SL.1.2, 5; L.1.1–3, 6

**Related CA Next Generation Science Standard**:

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]

## Snapshot 4.2. Mystery Bags
## Integrated ELA, ELD, Science, and Visual Arts in Grade Two

Ms. Li's second-grade students eagerly, but cautiously, reach into their mystery bags. Without peeking, they gently touch the object inside the bag, noticing its texture and shape. They shake the bag and listen carefully for sounds the object makes. They open the bag just a bit and fan the air above the opening in an effort to detect scents. Ms. Li asks the students to turn to a neighbor and share words that describe the as yet unseen object (what it feels and smells and may look like) without divulging what they think the object is. Then she invites volunteers to share descriptive words with the whole group and records them on a chart, using enough wait time to elicit many responses. Students describe the object as *rough*, *not too heavy*, *stiff*, and *hard*. They note that it *has points* and *is round.* One student says he feels a *sticky* substance and that the object *smells like a forest*.

Ms. Li then asks the students if anyone has an idea of the object's identity. She encourages them to whisper their thoughts to a neighbor and to explain their reasons for their guesses, using evidence from their observations and from the class-generated chart. She asks for volunteers to share their thoughts and their reasons with the entire group. Finally, the students are permitted to open their mystery bags and withdraw the object. It is a pine cone!

Ms. Li provides each student with a hand lens, and they busily examine their pine cones. She asks them what they see and records these additional observations on the chart. She also records questions that spontaneously arise from the students: *How many different kinds of pine cones are there? How long do pine cones stay on trees? Are there girl and boy pine cones? How big do pine cones get?*

"Great questions!" Ms. Li says. "Let's see what we can learn!"

Having anticipated their curiosity, she offers the students a variety of print resources about pine cones and also makes available the classroom laptops so students can access the library's databases and e-books. The students dive into the materials and excitedly talk with each other about what they discover.

After allowing them some time to explore the materials, Ms. Li calls the group back together and asks them to share what they learned. As she facilitates the discussion, Ms. Li asks the children to build on the comments of a peer if they have related information or details, and sometimes she asks a student to point out or read aloud the specific language from the resource material that supports what was shared. She also directs the students' attention to the questions they generated earlier and asks whether they found answers to any of the questions. And, she wonders aloud if there is anything else they want to know now that they have looked at the materials, adding their new questions to the chart. Ms. Li asks students to write the questions that were generated and their own observations in their lab notebooks. The chart with the descriptive words and questions and the other materials remain available to the students throughout the week. The students are encouraged to continue to pursue answers to their questions and add written reflections to their notebooks.

Later that week, Ms. Li has the children once again closely examine the pine cones, which have been kept available in the science station along with the chart and text resources. This time they create detailed observational drawings of their pine cones, including as much detail as they can and labeling the drawings with descriptive words and phrases. As Ms. Li circulates around the classroom, she uses some of the vocabulary and phrases the class discussed throughout the week. Ms. Li posts the observational drawings on the "Gallery Wall" so that

## Snapshot 4.2. Mystery Bags
## Integrated ELA, ELD, Science, and Visual Arts in Grade Two (cont.)

children can view one another's and their own work. When parents, the principal, or other visitors come to the class, a designated "docent" explains the drawings and the process the class engaged in to generate them.

The next week, Ms. Li has the students work in small teams to plan and construct an accordion book about pine cones. Each team makes decisions about what information to include and how to organize their texts. Ms. Li reviews the specialized language and content knowledge they learned from their research and discussions, and she encourages the students to use the language and ideas in their writing. The students draft and revise and edit their texts, with support and feedback from Ms. Li. They glue into their books the observational drawings they made of their pine cones, as well as other illustrations. With support, the students bind the pages of their book together. Then the teams formally share their books with one another. The books are then placed in the class library for all to enjoy.

**CA CCSS for ELA/Literacy**: RI.2.2, 7; W.2.2, 4, 5, 7; SL.2.1; L.2.1, 2, 6
**CA ELD Standards**: ELD.PI.1-3, 6, 10, 12b; ELD.PII.1
**Related CA Next Generation Science Standard**:
2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
**Related CA Visual and Performing Arts Content Standards**:
Visual Arts 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.
Visual Arts 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
**Related CA Model School Library Standard**:
2–3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.

**Source**
Adapted from
Yopp, Ruth H. 2006. "Enhancing Hands-on Science Experiences with Informational Text: Learning about Pine Cones." *Science Activities* 43 (3): 31–34.

## Snapshot 4.3. Language Used in Informational Text Designated ELD Connected to Science in Grade Two

In science, Mr. Chen is teaching his students about interdependent relationships in ecosystems. The students have planted different kinds of plants in the school garden and are now determining which kinds of insects are beneficial or detrimental to the plants and why, including the role of pollinating insects. The children engage in collaborative discussions about the informational texts they read on the topic, the multimedia they view, and what they observe in the garden and record in their science journals.

During designated ELD, Mr. Chen works with his EL students at the Bridging level of English language proficiency. He facilitates a discussion about the language used in the informational science texts the class is reading and the language needed to engage in science tasks, such as observing insects in the garden and then discussing the observations or recording them in writing. This language includes domain-specific vocabulary (e.g., *beneficial insects*, *pollinators*, *pests*), general academic vocabulary (e.g., *devour, gather*), and adverbials, such as prepositional phrases (e.g. *with its proboscis*, *underneath the leaf*, *on the stem*). He highlights some of the language patterns in the informational texts students are reading (e.g., *most aphids, some aphids, many aphids*), as well as some complex sentences with long noun phrases that may be unfamiliar to students (e.g., *As they feed in dense groups on the stems of plants, aphids transmit diseases. Whereas the caterpillars of most butterflies are harmless, moth caterpillars cause an enormous amount of damage*.). He guides the students to "unpack" the meanings in these phrases and sentences through lively discussions.

Mr. Chen strategically selects the language from the texts that he will focus on in instruction, and he also points out to students that this language is a model for students to draw upon when they write about or discuss the science content. He structures opportunities for the students to practice using the new language in collaborative conversations and in writing. For example, he asks them to provide rich oral descriptions of the characteristics and behavior of the caterpillars and butterflies they have been observing, using their science journals and books they have at their tables. To support their descriptions, he asks them to draw a detailed picture of one insect and he shows them a chart where he has written the words *structure* in one column and *functions* in another. The class briefly generates some ways to describe the physical structures of insects (e.g., head, thorax, abdomen) and functions (e.g., to sense and eat . . . to move and fly . . . to hold organs to survive or reproduce) of these structures. He writes these brainstormed phrases and words on a chart for students to use as they label and discuss their drawings.

He asks the students to engage in a partner discussion to first describe the characteristic structures and behavior of the insects and then to discuss how the insects are beneficial or detrimental to the plants and why, using evidence from their science journals. He prompts them to use a chart with reminders for effectively contributing to conversations (e.g., take turns, ask good questions, give good feedback, add important information, build on what your partner says). Following their collaborative conversations, Mr. Chen asks the students to work together to write a concise explanation that captures their discussion and to use precise language (by expanding their ideas with adjectives or prepositional phrases and structuring their sentences by combining ideas, for example). He asks them to first discuss with their partners what they will write, and he tells them that they must both write and write the same thing. This requires the students to negotiate and justify their ideas, which, Mr. Chen observes, supports them to clarify their thinking.

## Snapshot 4.3. Language Used in Informational Text Designated ELD Connected to Science in Grade Two (cont.)

When he reviews the students' writing, he uses a guide based on the CA ELD Standards and tailored to the writing goals of this unit of study, in order to gain a better understanding of which language resources students are "taking up" and feeling confident about using and which language resources he needs to focus on more intensively.

**Primary CA ELD Standards Addressed in Designated ELD:** ELD.PI.2.1, 4, 6, 10, 12; ELD.PII.2.3–7
**CA CCSS for ELA/Literacy:** SL.2.1; L.2.6; W.2.2, 4
**Related CA Next Generation Science Standard:**
2-LS2-2A (Interdependent relationships in ecosystems)

## Snapshot 4.4. Academic Vocabulary Used in Biographies Designated ELD Connected to History–Social Science in Grade Two

In social studies, Mr. Torres's class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others' lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Yuri Kochiyama, Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students' diverse backgrounds. The class reads biographies of the heroes, views multimedia about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.

During designated ELD, Mr. Torres selects some of the general academic vocabulary used in many of the biographies to teach his ELs at the Emerging level of English language proficiency during designated ELD. These are words that he would like for students to internalize so that they can use them in their discussions, oral presentations, and writing about the civil rights heroes, and he knows he needs to spend some focused time on the words so that his ELs will feel confident using them. For example, to teach the general academic vocabulary word *courageous*, Mr. Torres reminds the students where they encountered the word (in the biography they read that morning), provides them with a student-friendly definition (e.g., when you're courageous, you do or say something, even though it's scary), and models how to use the word through multiple examples (e.g., Dolores Huerta was courageous because she protested for people's rights, even when it was difficult). He then assists the students in using the word in a structured exchange with a prompt that promotes thinking and discussion (e.g., How are you courageous at school? Be sure to provide a good reason to support your opinion). He provides a strategically designed open sentence frame that contains the general academic word so that students will be sure to use it meaningfully (i.e., At school, I'm *courageous* when ___.). He prompts the students to share their responses in pairs and then to ask one another follow up questions that begin with the words *why, when, what, who,* and *how*.

In social studies and ELA, Mr. Torres intentionally uses the words he is teaching his students during designated ELD so that his EL students will hear the words used multiple times in a variety of situations, and he encourages the students to use the words in their speaking and writing about the heroes they are learning about.

**CA ELD Standards (Emerging):** ELD.PI.2–3.1, 5, 11, 12b; ELD.PII.2–3.5
**CA CCSS for ELA/Literacy:** SL.2.6; L.2.5, 6
**Related CA History–Social Science Standard**:
2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives . . .

## Snapshot 4.5. Mathematical Word Problems
## Designated ELD Connected to Mathematics in Grade Two

In mathematics, Mrs. Cooper teaches her students to solve word problems, to explain their thinking, and to justify their arguments for solving a problem in a particular way. She models how to solve word problems and she thinks aloud for students, using drawing and other visuals as she does to make her thinking process visible. She models how to identify language that reveals what kind of word problem she is solving (e.g., *How many are left? How many are there altogether? How many more are there?)*, how to identify the important information for solving the problem, and how to apply math content knowledge to solve the problems. She provides many opportunities for her students to practice; they collaboratively solve word problems with peers and explain how they solved the problems, using their drawing and writing to justify their assertions.

During designated ELD, Mrs. Cooper works with a small group of ELs at the Expanding level of English language proficiency to help them understand and gain confidence asking and answering questions about problem solving, using mathematical language. She asks them to explain to one another in partners how they solved the word problems they worked on during math instruction, and she posts a few text connectives (first, then, next) as well as a few subordinating conjunctions (because, when, so) to support them in their explanations. She tells them that it is the responsibility of the listening partner to ask clarifying questions when things are not clear or are partially accurate, and she draws their attention to their "collaborative conversations" chart, which has phrases and sentence stems they can use (e.g., Can you explain that again? I'm not sure I understood what you meant by ___.) She listens carefully as the students explain their thinking, and she provides "just-in-time" scaffolding when students have difficulty asking or answering questions.

During math instruction, Mrs. Cooper observes her EL students as they continue to interact with one another while solving word problems, and she provides judicious corrective feedback to ensure that the children are exchanging information and ideas effectively and using mathematical language appropriately while also applying correct math practices and content knowledge.

**CA ELD Standards (Expanding):** ELD.PI.2–3.1, 3, 12b

**Related CA CCSS for Mathematics:**

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

## Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward*
## Integrated ELA in Grade Three

Third graders are completing their reading of a chapter in the book *Ninth Ward* by Jewell Parker Rhodes (2010), which is about a young girl's extraordinary resilience during Hurricane Katrina. The Coretta Scott King Honor Book is unlike any they have read before, and their teacher, Miss Singer, is pleased that the school was able to purchase a class set. She asks the students to revisit the just-read chapter to independently select a "powerful passage," one that they found compelling for any reason (e.g., they liked the author's choice of words; they were amused by a mental image the text evoked; they were moved by the description of character's reaction to an event). She tells them that after they select their passage, they should rehearse reading it aloud and prepare a rationale for choosing the passage because they will share their passage with others

The students are given a few minutes to make their selections. Some are torn about which passage to select, and they turn the pages back and forth several times to examine different passages. Then, choices made, they are given a few more minutes to rehearse their selections. They are encouraged to mumble-read the passages to themselves several times in preparation for sharing with peers, thus building fluency with the selection. As they independently rehearse, Miss Singer circulates around the room, stopping to check on students whom she believes may need support with a few words or with phrasing. The children also prepare to tell about the reason for their choice.

Next, because Miss Singer wants to ensure that students share with partners other than their closest friends or tablemates, she has the students form an "inside-outside circle" (two circles, one inside the other). Facing someone in the other circle, students each read their passage to their partner and discuss the reasons for their selections. Students are encouraged to probe their peers for more information about the meaning of the passage or for clarification about their rationale for selecting the passage. At the signal, the students in the inside circle each move one step to their left so they now stand across from a different classmate. They again read aloud and explain their choices. They are given a few more opportunities to face new peers before being asked to return to their desks. Miss Singer knows the children likely will become more fluent with the passage with each rereading and she has observed in the past that students' explanations become more elaborate as they share with new partners. Furthermore, she knows the opportunity for students to ask and answer one another's questions will contribute to meaning making.

Miss Singer facilitates a whole class discussion where she invites comments about students' observations of the selected passages and the explanations offered by their peers. What did the passages or explanations have in common? What did they think of the selections? Did their explanations change in any way during the process of sharing multiple times? Students respond enthusiastically and express an eagerness to read the next chapter of the book.

**Resource**

Rhodes, Jewell Parker. 2010. *Ninth Ward.* New York: Little, Brown and Company.

**CA CCSS for ELA/Literacy**: RF.3.4b; SL.3.1, 4
**CA ELD Standards**: ELD.PI.3.1, 5, 6
**Related CA Model School Library Standard**:
3-4.3a Listen to, view, and read stories, poems, and plays.

## Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward* Integrated ELA in Grade Three (cont.)

**Source**

Adapted from

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text.* 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, New York.

## Snapshot 4.7. Biography Tableaux of American Heroes Integrated ELA, History–Social Science, and Theatre in Grade Three

After reading and listening to short biographies of American heroes, including Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Cesar Chavez, Biddy Mason, and Harriet Tubman, small groups of third-grade students select one of the individuals for focused study. The students revisit and reread portions of the relevant text and work together to identify major events from the person's life. With assistance from their teacher, Mr. Jordan, they summarize and list the events on a chart. The students then select two of the events to represent in a morphing tableau and present it to the class.

The group that reviewed Biddy Mason's biography note her years in slavery, first in Georgia and later in California, her emancipation by a U.S. District Court judge in Los Angeles in 1856, and her early work as a midwife. After buying her first home, Mason grew increasingly wealthy through shrewd real estate investments. In the latter half of the 19th century, Mason's home became a refuge for migrants to the area and she began to dedicate her time and resources to meeting the needs of those less fortunate. The students decide to depict Mason's work as a philanthropist in Los Angeles, including her visits to local prisons and her support of local churches in both white and black communities (such as the oldest Black church, the First African Methodist church) in their morphing tableau. Students identify the figures that will appear in each tableau, determine who will play each role, and problem-solve how to depict the events. They choreograph their tableau and the transitions from one scene to another, and they rehearse this choreography to ensure the messages are clear and the transitions smooth. With one another, they also prepare and practice several times what they will say about their character and the activity depicted in each scene of the tableau. Mr. Jordan supports each group as he observes and provides feedback during their rehearsals.

The day of the performance, each group introduces its tableau by sharing the name of the hero. They strike their first pose and the teacher invites the audience to comment on the tableau. What do they see? What do they think is happening based on their knowledge of the figure and events in his or her life? The teacher then taps each of the performers on the shoulder, one at a time, and the students turn to the audience and tell them who they are and what they are doing in the tableau. Speakers return to their poses. Then the performers slowly transition, or morph, from their first pose to their second. The audience again comments and the performers share. The class applauds the performance and the next group presents.

**CA CCSS for ELA/Literacy**: RI.3.2–3; SL.3.1, 2, 4, 6; L.3.1, 3, 6

**CA ELD Standards**: ELD.PI 1, 4, 9, 12; ELD.PII 3, 4, 5

**Related CA History–Social Science Content Standard:**

3.4 (6) Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

**Related Visual and Performing Arts Content Standards**:

Theatre 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.

Theatre 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

## Snapshot 4.8. Research to Create a Bird Nesting Environment Integrated ELA, Science, Math, Theatre, and Visual Arts in Grade Three

When Mrs. Shapiro greeted her students at the door one Thursday morning, Grace interrupted what she was telling her friends to share her important news with the teacher. Two birds were building a nest in the hanging basket on her apartment balcony! Grace and her mom had observed the birds depositing string, leaves, and small twigs into the basket over the past two days and concluded that they must be engaged in nest building. Mrs. Shapiro was just as excited as the students, and when they were all settled in the room, she invited Grace to tell them more. As Grace discussed her observations, the students showered her and one another with questions: What kind of birds are they? Are they going to have babies? Has she seen eggs? Will the birds stay there forever? Have other students seen nests at or near their homes? Have birds ever built nests at the school?

Mrs. Shapiro decided to capitalize on the students' interest in the birds' behavior and suggested they do a little research to find the answers to their questions. The timing was perfect because they were about to begin a science unit on the growth and development of organisms. She quickly turned on her laptop and started listing the questions the students were generating and projected them for everyone to see. Then she asked if the students wanted to study birds and explore the conditions required for nest building. Maybe they could establish a safe area for birds in their classroom patio garden. The response was unanimous: Everyone wanted to learn about birds and create an inviting nesting environment in the garden.

With Mrs. Shapiro's help, the students made decisions about tasks to undertake. One group volunteered to develop, conduct, analyze, and display the results of a survey of students in the school to learn whether birds were building nests in their yards. Any respondent who said yes would be asked follow-up questions and requested to provide a picture of the nest, if possible—without disturbing it, of course! Another group agreed to learn about birds that live in the local area. They would conduct Internet research and also talk to the education coordinator at a local university arboretum and invite him to speak to the class. In addition, they would ask students to observe the school yard and report the birds that they observed as well as their numbers. Other students would join Mrs. Shapiro and the teacher librarian in the school library to sift through texts and media about birds and gather relevant information.

As they conducted their research, the students kept notes in their science journals and periodically reported their findings to the whole group. They learned about birds native to the area, and Grace was able to identify the birds on her balcony from images her classmates found on the Internet. The students observed and sketched nests the teacher borrowed from the district's curriculum lab. They studied the school environment and discovered that their patio provided appropriate shelter and protection for birds and that nest materials, such as tree and plant litter, were available. However, they did need to do something about providing a source of water. Soon, they were designing a bird bath that could be placed in the garden. The students wanted the bird bath to be large enough so several birds could drink and bathe at the same time. They also read that it needed to be shallow. And they insisted that there be a stand with multiple perches nearby. They looked for ideas on the Internet and sketched a plan. With the help of several parents, they constructed a stand for a large water basin and a perch and placed them both in the garden. The students established a procedure for keeping the water clean and full.

## Snapshot 4.8. Research to Create a Bird Nesting Environment Integrated ELA, Science, Math, Theatre, and Visual Arts in Grade Three (cont.)

With their project completed, the students eagerly watched for activity in the patio. Because they wanted to ensure that students in other classrooms were aware of and respectful of their work and would not disturb any potential feathered guests, they composed rules and posted them in the garden. They urged school-wide cooperation. They also wrote scripts, rehearsed their parts, and produced short videos that documented their work. Rubrics elaborating what qualities were expected for scripts and videos helped guide students as they worked and were also useful for peer and self-evaluations. Finally, they shared their videos with students in other classrooms

**CA CCSS for ELA/Literacy**: RI.3.5, 7; W.3.3–5, 7–8; SL.3.1–2, 4, 6; L.3.1–2, 6

**Related CA CCSS for Mathematics:**

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories . . .

MP.5 Use appropriate tools strategically.

**Related CA Next Generation Science Standards:**

*Performance Expectations*

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

3–5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

*Science and Engineering Practices*

Asking Questions and Defining Problems

Planning and Carrying Out Investigations

Constructing Explanations and Designing Solutions

Obtaining, Evaluating, and Communicating Information

**Related CA Visual and Performing Arts Content Standard:**

Theatre 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.

Visual Arts 1.1 Develop and describe rhythm and movement in works of art and in the environment.

## Snapshot 4.9. Creating a Classroom Constitution
## Integrated ELA and History–Social Science in Grade Three

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the children, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule-making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- *What are rules? What are laws?*
- *Why are rules and laws important?*
- *What would happen if there were no rules or laws?*
- *Who makes the rules and laws in school, in our city, our state, and our nation?*
- *Who decides what the rules and laws are?*

From there, Ms. Barkley launches students into close readings of children's versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice, and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They also will learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks students questions such as the following:

- *Why was it important for the Founding Fathers to write the Constitution?*
- *Why is it important to have rules and laws?*

Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they are listing are important for upholding the kind of behavior that will create a positive classroom culture and what should happen to that culture if the rules are broken. Afterwards, members of each table group records their individual ideas in the following group graphic organizer.

## Snapshot 4.9. Creating a Classroom Constitution
## Integrated ELA and History–Social Science in Grade Three (cont.)

| What is the rule? | Why is it important to have this rule? | Is this rule Constitutional? Does this rule uphold our classroom principles of freedom, justice, and equality? | What should be the consequence of breaking the rule? |
|---|---|---|---|
| | | | |

After a lively discussion in their small groups, during which students revise and add to their individual work as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later, Ms. Barkley engages her students in writing an opinion essay in response to this prompt: *Why is it important for the students in our class to follow our Classroom Constitution?* She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as a book for the classroom library, "Why Rules in our Classroom Democracy are Important."

**Resources**

*The Constitution for Kids:* http://www.usconstitution.net/constkidsK.html

*Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects,* Los Angeles County Office of Education, 2011.

*Education for Democracy, California Civic Education Scope & Sequence,* Los Angeles County Office of Education, 2003.

*The College, Career, and Civic Life (C3) Framework for Social Studies State Standards,* National Council for the Social Studies, 2013.

## Snapshot 4.9. Creating a Classroom Constitution Integrated ELA and History–Social Science in Grade Three (cont.)

**CA CCSS for ELA/Literacy**: RI.3.1–10; W.3.1, 4, 5, 7, 8, 10; SL.3.1–6; L.3.1–6

**Related CA History–Social Science Standards:**

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

## Snapshot 4.10. Retelling Stories
## Designated ELD Connected to ELA in Grade Three

In ELA, Ms. Langer provides her students with many opportunities to retell stories in a variety of ways (e.g., during a teacher-led lesson; at an independent literacy station with a peer; orally; in writing). During these retellings, students focus on the overall structure of stories, sequences of events, the central messages or lessons in the stories, and how the characters' words and actions contribute to the chain of events.

During designated ELD time, Ms. Langer works with a group of ELs at the Expanding level of English language proficiency. She continues to promote story retelling by expanding the pool of language resources the children can choose to draw upon during their retellings. She understands that using linking words and transitional phrases (also called *text connectives* because they connect the meanings throughout a text) is an important part of creating *cohesive* texts.

She shows her students how in the different stages of stories (*orientation, complication, resolution*), authors use different linking words or transitional phrases to lead the reader/listener through the story. For example, she shows them that in the *orientation* stage, words and phrases such as *once upon a time, one summer's day, in the dark forest* are useful for *orienting* the reader to the setting. In the *complication* stage, words and phrases such as *suddenly, without warning, to her surprise,* are useful for introducing complications or plot twists. In the *resolution* stage, words and phrases such as *finally* or *in the end* are useful for resolving the complications. These words and phrases, Ms. Langer explains, help the story "hang together" better so the reader does not get lost.

She posts these linking words and transition phrases in a chart, categorized by the three stages (orientation, complication, resolution), and she prompts her students to use the words—first in designated ELD and then in ELA—when they retell stories or write their own stories. For example, in designated ELD, she provides structured opportunities for the children to retell stories the class has read during ELA. The children use pictures from the stories, which they place in sequence, and they use the chart with the linking words/transition phrases to retell the stories in pairs, with each partner taking turns to retell the story in sequence.

As they retell the stories, Ms. Langer also encourages them to use the literary general academic vocabulary they have been encountering in the stories she reads aloud during ELA. Although she teaches vocabulary during ELA, she focuses on additional general academic vocabulary during designated ELD so that the children will have a greater repertoire of words to draw upon when they orally retell and write their own stories. She and the children create word banks for the words she teaches (as well as related words the group adds over time) which she posts for the children to use.

The word banks include synonyms for *said*, such as *replied, scoffed, yelled, gasped*; adjectives for describing characters, such as *wicked, courageous, mischievous, enchanting*; adverbials to indicate time, manner, or place, such as *all summer long, without fear, in the river*, and figurative language, such as *the wind whispered through the trees*. In addition, she facilitates discussions where students identify and describe the words or phrases authors use (for example, for different characters or settings) in the stories they are reading in ELA, and the students analyze the effect on the reader that these language choices have. At the end of the lesson, Ms. Langer writes notes on a structured observation protocol to document a few

**Snapshot 4.10. Retelling Stories**
**Designated ELD Connected to ELA in Grade Three (cont.)**

students' proficiency using academic vocabulary in this context. In a few weeks, she will have notes on all students and will use them to guide future instruction.

The word banks include synonyms for *said*, such as *replied, scoffed, yelled, gasped*; adjectives for describing characters, such as *wicked, courageous, mischievous, enchanting*; adverbials to indicate time, manner, or place, such as *all summer long, without fear, in the river*, and figurative language, such as *the wind whispered through the trees*. In addition, she facilitates discussions where students identify and describe the words or phrases authors use (for example, for different characters or settings) in the stories they are reading in ELA, and the students analyze the effect on the reader that these language choices have. At the end of the lesson, Ms. Langer writes notes on a structured observation protocol to document a few students' proficiency using academic vocabulary in this context. In a few weeks, she will have notes on all students and will use them to guide future instruction.

**CA ELD Standards (Expanding):** ELD.PI.3.4, 7, 8, 12a–b; ELD.PII.3.1–2
**CA CCSS for ELA/Literacy:** RL.3.2, 5, 7; SL.3.2, 4; L.3.6

## Snapshot 5.1. Linking Vocabulary to Express Understanding of the California Gold Rush Integrated ELA/Literacy and History–Social Science in Grade Four

Mr. Duarte's fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. The focus of their study is the following question: How did the discovery of gold change California? In particular, students are encouraged to consider the Gold Rush's impact on the state's economic growth, regional environments, and size and diversity of population. They have read from their social studies text and other print materials, conducted research on the Internet and presented their findings, written scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800s, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history.

Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning. He uses a strategy called *Content Links*. He provides each student with an 8.5 x 11 inch piece of paper on which a term they have studied, encountered in their reading, and used in their writing over the past several weeks is printed in large font. The words are both general academic and domain-specific terms, such as *hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock,* and *boom town*, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it mean? How does it relate to the impact of the Gold Rush on California's economy, environment, and/or population?

To support all students, but in particular his EL students, most of whom are at the late Emerging and early Expanding levels of English language proficiency, Mr. Duarte encourages the class to take a quick look at their notes and other textual resources for their terms in the context of the unit of study. Then, Mr. Duarte asks the students to stand up, wander around the classroom, and explain their word and its relevance to the Gold Rush to several classmates, one at a time. Engaging with one peer after another requires the students to articulate their understandings repeatedly. Past experience with the strategy has revealed to Mr. Duarte that students' discussions of the vocabulary and concepts become more refined as they interact with successive partners. At the same time, the students also hear peers' definitions and explanations of the relevance of other terms from the unit of study. Mr. Duarte knows that when students hear the other terms their understanding of their own term will expand and that they will be more likely to use the new terms in subsequent partner discussions.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for students to identify some way to connect their word with a classmate's word. Once all of the students have found a link, they stand with their partner around the perimeter of the classroom. Mr. Duarte then gives students a few moments to decide how they will articulate to the rest of the class how their terms relate. To support his EL students at the Emerging level of English language proficiency and any other student who may need this type of support, he provides an open sentence frame (Our terms are related because ___.). He intentionally uses the words "connect," "link," and "related" to provide a model of multiple ways to express connections between ideas. Mr. Duarte invites the pairs of students to share their words, the word meanings, and the reason for the link with the whole group. David and Susanna, who

## Snapshot 5.1. Linking Vocabulary to Express Understanding of the California Gold Rush Integrated ELA/Literacy and History–Social Science in Grade Four (cont.)

hold the terms *pay dirt* and *profitable*, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits *pay dirt* it means he will probably have a good profit. The students also state how these terms relate to their larger study on the impact of the Gold Rush on California.

As pairs of students share with the whole group their word meanings and the reasons for their connections, Mr. Duarte listens carefully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to listen carefully and build on the comments of each pair. After all pairs have shared their explanations with the class, Mr. Duarte inquires whether any student saw or heard another word among all the words that might be connected to their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they explain why. Mr. Duarte then invites the students to "break their current links" and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the concepts represented by the other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also deepen their understandings of the overall significance of such a dramatic and far-reaching event.

**CA CCSS for ELA/Literacy:** RI.4.4; SL.4.1; L.4.6

**CA ELD Standards:** ELD.PI.4.1, 11a, 12a; ELD.PII.4.5.

**Related CA History–Social Science Content Standards:**

4.3.3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

4.4.2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

Historical and Social Sciences Analysis Skill:

Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

**Source**

Adapted from

Yopp, Hallie K., Ruth H. Yopp, and Ashley Bishop. 2009. *Vocabulary Instruction for Academic Success*. Huntington Beach, CA: Shell Education.

Yopp, Ruth H. 2007. "Word Links: A Strategy for Developing Word Knowledge." *Voices from the Middle* 15 (1): 27–33.

## Snapshot 5.2. Histogram of Important Words in the Study of Volcanoes Integrated ELA/Literacy and Science in Grade Four

The students in Mrs. Binder's class are busying themselves with selecting *important words* from the trade book they are reading about volcanoes to support their study of Earth's features in science. Among the words Jason selects are *dormant* and *active*. He writes them on separate sticky notes he has laid out in front of him and then returns to the text, reading and rereading the last three paragraphs of the selection to identify his final words. Like his classmates, he is searching for ten important words, that is, words that represent key ideas from the text the class is reading. After all the students have finalized their selections, sometimes crossing out early choices and replacing them with different words, the teacher leads them in building a histogram at the front of the room. One table group at a time, they place their sticky notes in columns on the chart paper, with each column displaying a different word. Mrs. Binder deliberately does not ask students to sign their sticky notes because she wants everyone to feel comfortable critically analyzing the words once they have all been posted.

Jason begins a column by placing *dormant* on the x axis of the chart. Susanna, Nasim, and Ricardo had also selected *dormant* and, one after the other, they carefully place their words above Jason's so the column is now four sticky notes high. Christine starts a new column with the word *molten*, and others with the same word place their sticky notes above hers. As each of the table groups adds their words to the histogram, it grows in height and width. Some columns are very tall because every student chose the word, some are shorter because fewer students selected those words, and some columns contain only one sticky note. *Spew*, for example, appears in a column of its own.

Mrs. Binder invites the students to examine the completed histogram and share their observations. Irena points out that some words were selected by many students, and others were selected by only a few or even just one student. Mai comments that about half the words were selected by a large number of students. Ryan points out the width of the chart and says, "Obviously, we didn't all pick the same words!" Questions start bubbling up from the students: Which words did everyone or almost everyone select? Which words were selected only once? Why did people choose certain words?

Mrs. Binder leads the group in a discussion about the words, starting with those that were selected by the most students. Why, she asks, did everyone select the word *volcano*? The students laugh and tell her it is what the passage is about! "What do you mean?" she asks. They explain that the topic of the passage is volcanoes and that everything in the passage has something to do with volcanoes—what types there are, what causes them, where they appear in the world. "This passage couldn't exist without the word volcano!" they say. She invites their comments about other high frequency words, and the students explain what the words mean, how they are used in the reading selection, and why they are important. Then she focuses on words that were selected by fewer students and invites anyone to explain why the words might have been selected. Why might someone else have selected it? As the students discuss the words, explain their relevance to the topic of volcanoes, and wrestle with their importance, they thoughtfully review the content of the reading selection and reconsider their own choices.

At the conclusion of the discussion, Mrs. Binder asks the students to write a one-sentence summary of the passage. Their initial efforts to select important words, the chart that displays a range of important words, and their participation in the discussion about the words and

## Snapshot 5.2. Histogram of Important Words in the Study of Volcanoes Integrated ELA/Literacy and Science in Grade Four (cont.)

ideas in the text have served as scaffolds for this task. Students look at the histogram they have created, revisit the text, and, in deep concentration, lean over their desks to generate their one-sentence summaries.

**CA CCSS for ELA/Literacy:** RI.4.2; SL.4.1; L.4.6
**Related Next Generation Science Standard:**
4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

**Source:**
Adapted from
Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text*. 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.

## Snapshot 5.3. Identifying Characters' Actions and Feelings in Narrative Text 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 to indicate their understandings of the text's topic, their views of what the author wants them to think (e.g., about a character's motives), and their questions about wording or ideas. 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 happening 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 are 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*), thus providing 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 running up and down her spine; He was a string bean of a man*.), thus requiring readers to make inferences about characters based on ideas that are implicit in the language.

After discussing how authors use this explicit and implicit language to suggest what characters are thinking or feeling, modeling ways to find 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. She also displays a chart to help the class organize and record the textual examples they find (an excerpt follows).

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

The teacher and students explore the text and chart the examples through a lively discussion in which students build on one another's ideas, agree or respectfully disagree with the examples their peers provide, and ask many questions about the meanings of the words used and the reasons the author made specific wording choices. Mrs. Thomas then has the students work in pairs to mark up another short story they have been reading, with each pair working on a different story. Students use highlighters to mark examples of implicit and explicit language the author used to show and tell about the characters using a chart the teacher has provided, similar to the chart they used together. Once the partners have marked up their texts, the teacher asks them to share what they found with another set of partners discussing how the authors used language to show or tell, and evaluating 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 bulletin board to serve as a model for students to draw on as they write their own stories.

## Snapshot 5.3. Identifying Characters' Actions and Feelings in Narrative Text Designated ELD Connected to ELA in Grade Four (cont.)

**CA ELD Standards:** ELD.PI.4.1, 6a, 7, 10b, 11; ELD.PII.3
**CA CCSS for ELA/Literacy**: RL.4.1, 3, 4; L.4.5
**Related CA Model School Library Standard**:
4-2.1a Extract and record appropriate and significant information from the text (notetaking).

## Snapshot 5.4. Developing Mathematical Language Designated ELD Connected to Mathematics in Grade Four

In mathematics, Mr. Jones structures activities in which 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 are most comfortable working through math problems by using language they are familiar with but that their mathematical language expands 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. 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?

This *revoicing* of the student's explanation validates the student's ideas and supports his participation, maintains the focus on mathematics, and models for the student a way of using language that more closely approximates mathematical academic discourse.

During designated ELD time, Mr. Jones helps his EL students who are new to English and at the early Emerging level of English language proficiency 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 help his newcomer ELs add on to the language they have developed, so 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 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.

## Snapshot 5.4. Developing Mathematical Language Designated ELD Connected to Mathematics in Grade Four (cont.)

**Sources**

Adapted from

Moschkovich, Judit N. 1999. "Supporting the Participation of English Language Learners in Mathematical Discussions." *For the Learning of Mathematics*, 19 (1): 11–19.

Moschkovich, Judit N. 2012. *Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELs Aligned with the Common Core.* Understanding Language.

Schleppegrell, Mary J. 2007. "The Linguistic Challenges of Mathematics Teaching and Learning: A Research Review." *Reading & Writing Quarterly* 23 (2): 139–159.

## Snapshot 5.5. Sentence Combining with Grant Wood's Painting, *American Gothic*
## Integrated ELA/Literacy and Visual Arts in Grade Five

The students in Mrs. Louis-Dewar's fifth-grade class have enjoyed their study of art from various regions in the United States. Today she plans to share Grant Wood's painting, *American Gothic*. Because she wants to support the sentence combining skills the students' have been working on during language arts, she decides to share only half of the image at a time. She covers the right portion of the print of the painting, so only the woman and part of the building and landscape in the background are displayed. Mrs. Louis-Dewar asks the students to view the image for a moment, then turn to a neighbor and describe what they observe. She indicates that in this task, every idea needs to be expressed as a simple sentence, and she provides examples. Then, after the students have had a few moments to talk in pairs, she asks for volunteers to share one observation with the class.

Peter says, "I see a woman." William offers, "She's wearing an apron." Mrs. Louis-Dewar records their observations on her tablet and projects them on the interactive white board. After collecting and recording additional observations, prompting as needed for more, she covers the left half of the image and reveals the right half. This time before asking the entire class to share, she gives the students a few minutes to individually generate a list of simple sentences describing what they see in this portion of the painting. Afterwards, as they share some of their sentences, she records them on her tablet.

Mrs. Louis-Dewar then displays the entire image, and the students describe what they see and note how each half of the work contributes to the whole. The class discusses the artwork noticing and identifying nuances in the painting and using the vocabulary of the visual arts, such as *harmony* and *balance*. They comment on the artist's choices of color and ask questions about the subjects depicted and the time period in which the work was created.

Mrs. Louis-Dewar returns to the students' sentences and asks them to work with a partner to combine sentences from the two lists to generate a paragraph describing the image. She models doing so and ensures that students understand what is expected. One example she models is a simple sentence with an expanded noun phrase, and another example is a complex sentence. Daniel and Erica get straight to the task and, after generating and refining their first sentences with enthusiasm and some giggling, settle on "The balding bespectacled farmer holds a pitchfork as he stands next to the woman in black attire partially covered by a brown apron. The two are unsmiling, and perhaps unhappy, as they gaze into the distance, the white farmhouse and red barn at their backs." Both partners record the sentences. They continue to develop their paragraph, adding adjectives, adverbs, and prepositional phrases to their sentences and using subordinating conjunctions to create complex sentences and coordinating conjunctions to create compound sentences. They read their sentences aloud to each other to hear how they sound and ask Mrs. Louis-Dewar for assistance with punctuation.

Mrs. Louis-Dewar circulates through the room assisting student pairs as needed by providing feedback and language prompts. When every pair has finished writing and refining their paragraphs, she has each student practice reading aloud with his or her partner the jointly constructed paragraphs. Then they separate, each taking their own copy in hand, and individually meet with other students to read aloud their paragraph and listen to several other paragraphs. Finally, the class reconvenes and discusses the activity and the process of generating interesting sentences and paragraphs that capture the art they viewed. They are impressed with themselves and are eager to learn more about the painting and the artist.

## Snapshot 5.5. Sentence Combining with Grant Wood's Painting, *American Gothic*
## Integrated ELA/Literacy and Visual Arts in Grade Five (cont.)

**Resource**

Wood, Grant. *American Gothic*. 1930. The Art Institute of Chicago. http://www.artic.edu/aic/collections/artwork/6565

**CA CCSS for ELA/Literacy Standards:** L.5.3a; W.5.10

**Related CA ELD Standards**: ELD.PI.5.1, 2, 3, 7, 10b, 12a; ELD.PII.5.1–7

**Related Visual Arts and Performing Arts Content Standards:**

Visual Arts 1.1 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Visual Arts 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

Visual Arts 3.3 Identify and compare works of art from various regions in the United States.

Visual Arts 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

## Snapshot 5.6. Student-Initiated Research and Action Project Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five

When Mr. Hubert's fifth-grade students complained about the mud that had been tracked into the classroom, he asked how they might solve the problem. "Tell people to wipe their feet!" and "Make the people who tracked it in clean it up!" were quickly proposed by several students. Others blurted out problems with those solutions: "That might work, but we've been told to wipe our feet since we were in kindergarten. That obviously doesn't work for some people." "I think that's a good idea, but what if we can't figure out who tracked it in?" and "It's too late then; the carpet's already muddy." Mr. Hubert suggested the students take out their learning journals and complete a quick write about the problem and brainstorm possible solutions. Five minutes later, he asked the students to take turns sharing what they wrote with their table groups and to take notes in their journals while their table mates shared. Afterwards, he suggested they think about the problem during the morning; they would return to it after lunch.

That afternoon, Mr. Hubert gathered the students together and asked them to clearly describe the problem they had identified that morning. When there was consensus from the class about the problem and how to describe it, he recorded this on chart paper. *There is mud on the classroom carpet that is making the room dirty and unpleasant*. He then guided the students to generate questions related to the problem and recorded them on the chart. The list included: *How is the mud getting there? What is the source of the mud? When is the carpet muddy? Is there mud only when it rains, or are there other times? Are sprinklers causing the mud? Is there mud in other classrooms or just ours? How can we keep the carpet mud-free?* These questions helped students identify what they needed to know in order to begin to solve the problem. The growing list generated excitement as students realized that there was research to be done. Some volunteered to check the other classrooms. Some proposed keeping a class log, including photographs, of the mud and weather conditions. Others wanted to talk to the custodial staff about the sprinkling schedule. Several suggested doing a school walk to determine where there was mud on the grounds, and a handful who usually arrived at school early suggested setting up a station to conduct observations of how students who are dropped off in the parking lot make their way to their classrooms.

And so began a project that would take weeks of observation, interviewing, and Internet research; proposal development; communication with various constituencies; and measurements and calculations to construct a new walkway at the site. Based on their research, the students determined that signs asking people to please not walk on the grass, posted years ago on the front lawn, were ineffective. Nearly 100 students and parents (even teachers!) cut across the lawn every day and had worn a pathway that turned to mud every time it rained. This pathway was the source of the mud in their classroom and other classrooms as well. The students explored alternatives to rerouting people to the existing walkways and concluded that constructing a new walkway would be the most effective solution to the problem. They determined the width of the walkway by observing people's walking behavior (in pairs? triads?) and calculated the total area involved; researched the cost, longevity, and problems associated with bark, rock, and concrete walkways; drew plans for a new walkway; and engaged in oral and written communications in which they articulated their argument to site administrators, the parent organization, and district-level administrators.

## Snapshot 5.6. Student-Initiated Research and Action Project Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five (cont.)

They also spoke with city personnel about building and accessibility codes. When they were told there were insufficient funds to construct a new walkway, with the permission of the site administrator, the students wrote a letter to the families served by the school, sharing the results of their research, images of the damage to classroom carpets, and a detailed design of the proposed walkway. Mr. Hubert supported students in using general academic and domain-specific vocabulary, as well as language effective for persuading; such as "We should improve our learning environment . . ." and "This is definitely an issue that affects . . ." in their letters and conversations with officials. He also helped them structure their letters cohesively. The students asked the community for donations of materials and labor. The fruits of their efforts were realized when, in early spring, the school and local community, with leadership from several parents who were skilled in construction, poured a new concrete walkway.

Mr. Hubert and his students documented all the project activities and shared images with families at the school's Open House at the end of the year. The students were proud of their accomplishments and contribution to the school, and Mr. Hubert was pleased with everything they had learned in so many areas of the curriculum.

**CA CCSS for ELA/Literacy:** R.I.5.4; W.5.1, 2, 7; SL.5.4–6; L.5.1–3, 6

**Related CA ELD Standards**: ELD.PI.5.1, 3, 10a, 12a, 11a-b; ELD.PII.5.1

**Related CA Model School Library Standards:**

5-1.2 Formulate appropriate questions

5-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

5-4.2 Seek, produce, and share information

**Related CA CCSS for Mathematics:**

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

5.MD.5 Relate volume to operations of multiplication and addition and solve real-world and mathematical problems involving volume.

**Related CA Next Generation Science Standards**:

Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**Related CA Visual and Performing Arts Content Standards:**

Visual Arts 2.3 Demonstrate beginning skill in the manipulation of digital imagery.

Visual Arts 5.1 Use linear perspective to depict geometric objects in space.

## Snapshot 5.7. Silent Film Festival About Mars
## Integrated ELA/Literacy, Visual Arts, and Theatre in Grade Five

Ms. Johnson is launching a unit focusing on *the hero's journey* that integrates the ELA/literacy strands with the arts—one that ensures much student collaboration and therefore plentiful and purposeful language use. Knowing how influential movies are to her students, she begins to show short silent films depicting variations of the hero's journey as a way for students to trace the structural elements of film, as well as understand the concept of the hero's journey. Ms. Johnson takes the opportunity to point out how silent film grew out of American theatre styles like melodrama and vaudeville. After having the students watch George Méliès' *A Trip to the Moon* (1902), and Thomas Edison's *A Trip to Mars* (1910), she asks them to read a short excerpt from the informational text, *Discovering Mars: The Amazing Story of the Red Planet*, by Melvin Berger. She asks her students to keep in mind that just as Méliès and Edison had never been to the moon, humans have never sent someone to Mars and that we have only recently seen pictures of the terrain.

When students are finished reading and discussing the texts, they work in small teams to create a short silent film about traveling to Mars, using classroom tablets. After Ms. Johnson reviews rubrics that specify qualities for successful storyboards and film productions, each team begins brainstorming by mapping out the story structure of their film through a storyboard application, which will guide their production. The teams work together to design characters' costumes and set pieces and to cast the film within their team. The students also have an opportunity to create or identify music they would like to use in the film. After filming and editing the footage together, complete with title screen and credit roll, they share the first draft with Ms. Johnson, who refers to the two rubrics when she meets with each team. The teams then take time to revise, edit, and polish their work. Their work culminates in a "Silent Film Festival" where parents and school staff are invited to come and watch the films the fifth graders have created. The project concludes with the students completing self-evaluations of their individual contributions to the team projects, based on the two rubrics, as well as a reflection of what it was like to work collaboratively as a team. Ms. Johnson reviews all of the evaluations and reflections and provides individual feedback.

As an extension, students script simple dialogue to insert between scenes as title cards for *A Trip to the Moon* or for their own projects.

The students later read Brian Selznick's *The Invention of Hugo Cabret*, in which George Méliès and silent film play special roles.

**Resources**

Berger, Melvin. 1992. *Discovering Mars: The Amazing Story of the Red Planet*. New York: Scholastic.
Edison, Thomas. 1920. *A Trip to Mars* (film). Available at https://www.youtube.com/watch?v=np7VImsSMQM
Méliès, George. 1902. *A Trip to the Moon* (film). Available at https://www.youtube.com/watch?v=xbGd_240ynk
Selznick, Brian. 2007. *The Invention of Hugo Cabret*. New York: Scholastic.

**CA CCSS for ELA/Literacy**: RL.5.7, 9; RI.5.7; W.5.3; SL.5.1, 5

**Related CA Visual and Performing Arts Content Standards**:

Theatre 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

Theatre 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performance.

Theatre 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

## Snapshot 5.7. Silent Film Festival About Mars
## Integrated ELA/Literacy, Visual Arts, and Theatre in Grade Five (cont.)

Visual Arts 2.1 Use one-point perspective to create the illusion of space.

Visual Arts 2.2 Create gesture and contour observational drawings.

Visual Arts 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Visual Arts 2.6 Use perspective in an original work of art to create a real or imaginary scene.

Visual Arts 2.7 Communicate values, opinions, or personal insights through an original work of art.

Visual Arts 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

**21st Century Skills**: communication, collaboration, creativity, innovation, problem-solving, media/technology skills, media literacy, responsibility

## Snapshot 5.8. Close Reading of the Preamble to the Constitution Integrated ELA/Literacy and History in Grade Five

In Ms. Brouhard's fifth-grade class, students have been studying the founding of the Republic. Students will now focus closely on the Preamble to the Constitution. A close reading of two drafts of the Preamble helps students further develop their ability to compare and contrast arguments and make their own historical interpretations. In answering the lesson focus question, ***What was the purpose of the Preamble?***, students prepare to learn about the rights and responsibilities detailed in the Constitution and the purpose for its structure of government.

After introducing the focus question, *What was the purpose of the Preamble?,* Ms. Brouhard distributes two different copies of the Preamble, one written in August of 1787, and the other, the final, approved by the Framers the following month. Students first read both versions independently, annotating any differences between the two drafts. In pairs, students next discuss any changes they noticed between the first and final draft and then speculate about the reasons for those changes.

The students then complete a guided sentence deconstruction activity, which is designed to help students see how words and phrases are combined to make meaning and convey information. Students sort the text into four categories: (1) prepositional phrases that illustrate time and relationship; (2) nouns and adjectives that show the students the subject of a sentence; (3) action words, such as verbs and adverbs, to highlight the action taking place; and (4) nouns and adjectives that show who or what is receiving the action. Through this close analysis and structured follow-up discussion activity, Ms. Brouhard helps students understand the idea that the people of the United States created a government to protect the personal and national interests of the people not only for themselves but also for future generations.

Next, Ms. Brouhard prepares her students for writing and reinforces new learning by providing them with a structured paraphrase practice using the two Preamble drafts and their sentence deconstruction notes.

After substantial analysis of the two Preambles and practice paraphrasing their meaning, students then turn to the focus question, *What was the purpose of the Preamble?* Ms. Brouhard first guides her students through a deconstruction of the question to make sure they all understand the task at hand, and then, using sentence frames, she shows them how to emphasize evidence gleaned from the primary sources in order to formulate their own interpretations.

**Resources**

*Draft Preamble to the United States Constitution*, August, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Alfred Whital Stern Collection of Lincolniana. (http://hdl.loc.gov/loc.rbc/bdsdcc.c01a1)

*Preamble to the United States Constitution*, September 17, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Continental Congress & Constitutional Convention Broadsides Collection. (http://hdl.loc.gov/loc.rbc/bdsdcc.c0801)

**CA CCSS for ELA/Literacy:** RI.5.1; W.5.1a, b, d, W.5.8; L.5.6

**Related CA History–Social Science Content Standard:**

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

## Snapshot 5.8. Close Reading of the Preamble to the Constitution Integrated ELA/Literacy and History in Grade Five (cont.)

**Source**

California History–Social Science Project, University of California, Davis. This example is summarized from a full unit, and available for free download, developed as a part of the Teaching Democracy project, a partnership between Cal Humanities (www.calhum.org) and the California History–Social Science Project (CHSSP) (http://chssp.ucdavis.edu). Contributors: Jennifer Brouhard, Oakland Unified School District and Tuyen Tran, Ph.D., CHSSP.

## Snapshot 5.9. Connecting Photographs and Cultural Backgrounds Designated ELD Connected to ELA and the Visual Arts in Grade Five

Ms. Avila's class includes many children from diverse backgrounds, including English learners who are recent immigrants from several different countries. She has found an engaging way to foster her students' cultural awareness and appreciation for artistic diversity, all the while building their English language and literacy skills. Each Monday, Ms. Avila provides an integrated ELA/global art mini-lesson by showing the students a photograph of a piece of art (e.g., a painting, sculpture, mask, carving), explaining some important things about it (e.g., what it is made of, its title), and then showing a map of the location where the art was created. She encourages much discussion, and she draws connections between the country or region where the art was produced and the U.S.

For example, one day, the students discuss photographs from the Angkor complex in Cambodia, one of the most important archaeological sites in Southeast Asia. She focuses her students' attention on a 12th century Khmer stone bas-relief (individual figures, groups of figures, or entire scenes cut into stone walls) from Angkor Wat. Many of Ms. Avila's students are Cambodian American, and she wants to foster appreciation and pride among these students in their cultural heritage while also expanding the knowledge and perspectives of other students in the class, who may not know much about their peers' cultural backgrounds. She selected this particular bas-relief because of its intriguing content—a depiction of a battle—which she anticipates will result in much animated discussion.

Next she shows the students a map of Cambodia in the 12th century, at the height of the Khmer Empire, and a current map of the Kingdom of Cambodia. Ms. Avila explains that the Khmer culture has a rich and fascinating history and that in the recent past, many families immigrated from Cambodia to their new home in the U.S. In fact, she explains, many Cambodian families settled right in their own community. Many of Ms. Avila's students enthusiastically volunteer that they are Cambodian too, and that they have seen photographs of the Angkor complex. She acknowledges their cultural expertise and tells the other students that these classmates may know details about the art they will see that will be helpful in their explorations.

Ms. Avila then asks her students to discuss the photographs and maps in their table groups, and after a few minutes, she facilitates a brief whole class discussion, in which students ask questions, express their impressions of the art, and make connections to their personal and cultural experiences. (On another day, the students will create their own *bas-relief* using foam and cast paper.)

During designated ELD, Ms. Avila sometimes builds into and from the content of integrated ELA/art to support her EL students in developing English. When she works with a small group of students at the Emerging level of English language proficiency, using the CA ELD Standards as a guide, she extends the conversation begun earlier in the day and has pairs of students describe several photographs of Khmer stone bas-reliefs. First, however, she asks the students to briefly examine the photographs and brainstorm a list of words they might want to use in their conversations. The students have heard many terms in the integrated ELA/art lesson (e.g., *huge*, *stone*, *bas-relief*, *warriors*), and listening to the students recall them gives her an opportunity to formatively assess some of the language they have *taken up*.

After the students have shared, she writes the words they tell her on a chart, so they can refer to them as they describe the photographs. She also provides them with some additional to take turns describing the photographs, which are projected on the board, and to make their

## Snapshot 5.9. Connecting Photographs and Cultural Backgrounds Designated ELD Connected to ELA and the Visual Arts in Grade Five (cont.)

terms, which she briefly explains and then adds to the word bank. She prompts the students to take turns describing the photographs, which are projected on the board, and to make their descriptions as rich as they can. She provides her students with a few sentence frames (e.g., The stone bas-relief shows ___. These (animals/people) are ___. ) and explains that they can use these structures if they need them but that they can also describe the art in their own way. She models for the students what she expects to hear as she points to different parts of one photograph (e.g., The stone bas-relief shows a lot of Khmer warriors fighting in a huge battle. These warriors are riding elephants). Ms. Avila listens to the students as they describe the bas-relief scenes, and she provides just-in-time scaffolding to help them expand and enrich their descriptions, using the words they previously generated together.

Afterward, Ms. Avila guides the class in a jointly constructed description of one of the photographs that the class has selected. First, she asks the students to tell her words and phrases that might be useful in writing descriptions of the photographs the students discussed. She then shows the photograph that the class selected and prompts the students to provide a rich description of it, first by briefly turning to a partner and generating ideas, and then by asking students to tell her their ideas. She writes the sentences that the class agrees are richly descriptive using a document camera so that all can see the description as it unfolds; students suggest more precise words, prepositional phrases, or other editing and revising they think is necessary. Finally, she asks the students to work in pairs to select another photograph and write a short description, based on their initial conversations and incorporating some of the language from the jointly constructed description and the word and phrase bank the class generated.

**CA ELD Standards (Emerging):** ELD.PI.5.1, 6, 10a, 12a; ELD.PII.5.4-7

**CA CCSS for ELA/Literacy:** SL.4–5.1; W.4–5.4; L.4–5.3; L.4–5.6

**Related CA Visual and Performing Arts Content Standards**:

Visual Arts 3.2 (Grade 5) Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Visual Arts 1.1 (Grade 5) Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

**Additional Information**

- Stone, Richard. 2009. "Divining Angkor." *National Geographic*. (http://ngm.nationalgeographic.com/2009/07/angkor/stone-text)
- Ancient Megastructures: Angkor Wat (National Geographic TV) (http://natgeotv.com/ca/ancient-megastructures/videos/angkor-wat-how-was-it-built)

## Snapshot 6.1. Summary and Analysis of Stories Designated ELD Connected to ELA in Grade Six

In English language arts, students in Ms. Chanthavong's sixth-grade class summarize and analyze stories in a variety of ways (e.g., during a teacher-led lesson, during writers' workshop, with a peer). During the analysis, students focus on the overall structure of stories, how elements such as setting and plot interact, the development and point of view of the characters, and the theme or central idea.

During designated ELD time, Ms. Chanthavong continues to promote summary and analysis of stories by expanding the pool of language resources her ELs draw upon during their oral discussions and written analyses. She shows her students how, in the different stages of narratives (e.g., *exposition, rising action, climax, falling action,* and *resolution*), authors use linking words or transitional phrases to guide readers through the story. She explains how these language resources are also useful for retelling stories, writing original stories, and for writing analyses of stories (i.e., literary criticism). For example, in *exposition*, adverbial phrases referring to time and place serve to orient the reader to the setting (e.g., *in a faraway land, one day in late summer, on the vast plains*). In the *rising action* and *climax* stages, words and phrases suggesting manner or mood can be used to introduce conflicts or plot twists (e.g., *unexpectedly, out of the blue, all of a sudden*). In the *falling action* and *resolution* stages of narratives, writers can employ words and phrases that suggest conflict resolution and relationships between events (e.g., *consequently, ultimately*). The teacher supports her students' understanding of how these words and phrases create cohesion by helping students locate relevant examples of such usage in the texts they read, and subsequently encouraging students to use these strategic language resources in their own writing.

Ms. Chanthavong also helps her students build language resources to summarize and analyze a story's elements. For example, she builds students' vocabulary for expressing their ideas and opinions by creating word banks (e.g., synonyms for *think* might include *believe, interpret, propose, come to the conclusion* while a word bank for *says* might include phrases and words like *suggests that, indicates, demonstrates*). She creates similar word banks for adjectives describing characters (e.g., *jealous, courageous, empathetic*) or adverbials that indicate time, manner, or place (e.g., *throughout the winter, fearlessly, along the coast*). The teacher often co-constructs word banks with her students and teaches some vocabulary explicitly (especially general academic vocabulary) so that students can refer back to the word banks as they discuss and compose texts.

During designated ELD, Ms. Chanthavong provides additional structured opportunities for her students to practice using these new language resources so that during ELA they will be able to use the language more confidently when summarizing and analyzing texts.

**CA ELD Standards:** ELD.PI.6.6b, 8, 10, 12; ELD.PII.6.2b, 3–5
**CA CCSS for ELA/Literacy**: RL.6.2–4; W.6.3; SL.6.4; L.6.6

## Snapshot 6.2. Reading Complex Texts About Slavery in Ancient History Designated ELD Connected to World History in Grade Six

In social studies, students in Mr. Powell's sixth-grade class listen to and read complex texts about slavery in different societies, such as ancient Egypt and Rome. They collaboratively engage in discussions, in which they explain and analyze important elements of slavery, distinguishing between fact, opinion, and reasoned opinion. As they write arguments, they evaluate information in the texts they have read and the multimedia they have viewed, support their claims with evidence, and use credible sources.

During designated ELD time, Mr. Powell shows his students models of arguments, focusing on how the arguments are structured, and points out specific vocabulary and grammatical structures students may want to adopt when they discuss and write about their own claims. He guides the students in evaluating how well the author uses language in the texts to support claims or present ideas. To make his thinking visible, Mr. Powell explains his own reasoning (e.g., how well the language used to illustrate an idea conveys the intended message). He explicitly teaches some of the important vocabulary and phrases necessary for understanding and discussing texts about slavery (e.g., *slave/slavery/enslave, capture*, *justify, spoils of war, emancipate/emancipation)* and provides sentence frames for collaborative conversations, so students can practice—in meaningful ways—new grammatical structures they will need to explain their ideas in both speaking and writing (e.g., *Depending on the way slaves were captured, _____; In this section of the article, the author explains how _____*).

Importantly, Mr. Powell provides extended opportunities for students to discuss their claims and reasoning with evidence from the texts using the vocabulary and grammatical structures they are learning. As students build up these language resources, he guides them in spoken and written practice using the language resources so that they will eventually feel more confident using these language forms in independent writing.

**CA ELD Standards:** ELD.PI.6.1, 3, 4, 6a-b, 7, 10a, 11a, 12; ELD.PII.6.1, 4–7
**CA CCSS for ELA/Literacy:** RI.6.1, 3, 4; W.6.1c-d; SL.6.1, 4; L.6.3, 6
**Related CA History Social–Science Standards:**
6.2. and 6.7. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush (6.2) and during the development of Rome (6.7).

## Snapshot 6.3. Choosing and Defending a Unit of Data Analysis Integrated Literacy and Mathematics Lesson in Grade Six

Ms. Smith has been teaching a unit on data analysis to her sixth-grade class. She has provided vocabulary instruction to ensure that her students have an understanding of the terms *mean*, *median*, *mode*, and *range* as well as how these measures of central tendency and spread are applied when organizing and analyzing data. Ms. Smith wants to assess her students' knowledge and skills and also have the students reflect on their own skill levels, so she prepares a set of small scenarios involving real-life situations in which data have been collected. Once she has modeled the process, the students will identify the most appropriate measure of central tendency (mean, median, mode) to use for analyzing the data, construct a viable argument using text and data from the scenario to defend their choice, and critique the choices and reasoning of others during fellow students' presentations.

Ms. Smith knows she will need to thoroughly explain how to complete the data analysis for a scenario and how to defend the choice of data analysis. After a demonstration lesson which includes presenting and defending her choice, she will check for understanding by distributing a rubric designed for this task and ask the students to pair up and *grade* her model. Following brief whole-class discussion, a few pairs share their thoughts. Ms. Smith then distributes the set of scenarios to the students. She gives students an opportunity to independently skim and then briefly discuss the scenarios in their table groups and ask one another clarifying questions. As students discuss the vignette, Ms. Smith circulates around the room listening to their discussions and answering questions, as needed. She then asks students to repeat the directions for the activity, calling on several students to add detail. This open discussion further enables all students to understand the task before them.

Next, students are given time to study one scenario, determine what they believe the most appropriate measure of data analysis would be, and work together in pairs to write a draft argument defending their choice. While students use the data analysis rubric to share, review, and fine-tune their drafts with partners, Ms. Smith provides support to students, as needed. The students then create a poster of their work to present to the class as a final draft. After students present their posters, they are displayed throughout the room. Once the last presentation of the day has been given, students will then conduct a *gallery walk* where, again, working with a partner, they examine their peers' posters and put a sticky note on each one, stating whether or not they believe the argument has been adequately supported and why.

## Snapshot 6.3. Choosing and Defending a Unit of Data Analysis Integrated Literacy and Mathematics Lesson in Grade Six (cont.)

### Sample Scenario

The owner of a car dealership is looking to promote a salesperson to the position of Sales Manager. He decides to look at the number of cars and trucks each salesperson sold over a four week period. Since data are easier to read in a table, the owner constructs the table below. The owner spent many days thinking about how best to look at the data to be fair to all his employees. He eventually decided to ask his employees to make an argument as to why they should be the one promoted.

Some of the employees believe John is a good candidate for promotion, but they do not know how to analyze data and would appreciate your help. Determine which measure of central tendency is most appropriate to use to represent how many cars and trucks John sold in a four week period. Since these employees must meet with the owner, they also need to justify why this measure of central tendency best represents John's skills as a salesperson. (Construct a viable argument.) Remember, John wants this job promotion, but he also must be honest with the owner.

**Car and Truck Sales**

| | *Jennifer* | *José* | *John* | *Ahmad* | *Tim* |
|---|---|---|---|---|---|
| Week 1 | 7 | 5 | 0 | 8 | 7 |
| Week 2 | 4 | 4 | 9 | 5 | 4 |
| Week 3 | 6 | 8 | 8 | 8 | 6 |
| Week 4 | 5 | 9 | 7 | 6 | 8 |

By engaging in mathematics argument writing and critiquing the arguments of others in writing, the students in Ms. Smith's class learn to reason like mathematicians while simultaneously strengthening their abilities to understand and use the language of mathematics.

**CA CCSS for ELA/Literacy:** WHST.6–8.1; RST.6–8.7

**Related CA CCSS for Mathematics:**

MP.3 Construct viable arguments and critique the reasoning of others.

6.SP.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

## Snapshot 6.4. River Systems in Egypt, Mesopotamia, and India Integrated ELA/Literacy and World History Lesson in Grade Six

Mr. Pletcher is teaching his sixth-grade students about the formation of early civilizations in Egypt, Mesopotamia, and India along the Nile, Tigris, Euphrates, and Indus river systems. Using information from the Education and the Environment Initiative Curriculum, Mr. Pletcher poses this historical investigation question: How did the advantages and challenges of river systems lead to the rise of civilizations in Egypt, Mesopotamia, and India?

So that students can locate the key river systems and early civilizations, Mr. Pletcher begins the lesson with a map activity. Then he projects NASA satellite images of the Nile River delta, the 2010 flooding along the Indus River, and the desert landscape surrounding the irrigated zone along the Tigris and Euphrates Rivers. He also shows his students artwork from these civilizations that depict rivers. He asked students to brainstorm the advantages and challenges of river systems and recorded their answers on the board.

Next, Mr. Pletcher gives the students a secondary text that explains the concept of *civilization*, provides historical context and examples from the Egyptian, Mesopotamian, and Indus River civilizations, and contains short paragraphs on key terms, such as *city*, *urban*, *centralization*, *society*, *religion*, *government*, *division of labor*, *irrigation*, and *dikes.* Each key term is defined in the paragraph. Follow-up questions in the text prompt students to explain each key term and to state how it is related to the development of early civilizations. The final paragraph of the text selection gives a summary definition of civilization, which students then restate in their own words. After students read the text and answer the vocabulary questions, Mr. Pletcher leads a whole class discussion about their answers and records a class definition of civilization on the board.

He then divides the class into small groups, giving each a graphic organizer with four columns and four rows. In the first column, students are instructed to identify two advantages and two challenges of river systems. In the second column, students write how the advantage or challenge led to the rise of civilization. In the third column, students record specific evidence from the text (on Egyptian, Mesopotamian, or Indian civilizations), and in the fourth column, they cite the source of the evidence (e.g. page number and paragraph).

To conclude, Mr. Pletcher leads the class in a discussion about the historical investigation question: How did the advantages and challenges of river systems lead to the rise of civilizations in Egypt, Mesopotamia, and India? Students cite textual evidence to support their answers.

**CA CCSS for ELA/Literacy:** SL.6.1; RH.6–8.1; RH.6–8.4; RH.6–8.7

**Related CA History–Social Science Standards:**

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

**Source**

Adapted from

California Department of Resources Recycling and Recovery. 2011. "6.2.1. River Systems and Ancient Peoples." *California Education and the Environment Initiative Curriculum.*

## Snapshot 6.4. River Systems in Egypt, Mesopotamia, and India Integrated ELA/Literacy and World History Lesson in Grade Six (cont.)

**Additional Information**

- California Department of Resources Recycling and Recovery. Education and the Environment Initiative. "California Education and the Environment Initiative Curriculum." http://www.californiaeei.org/curriculum/

## Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven

Mr. Schoen's seventh-grade science students are sitting in pairs, each pair with a science article and a blank graphic organizer. The article has five adhesive tape flags placed strategically throughout it, and the students have already read through the relevant section of the text for today's demonstration once. The graphic organizer, a table, contains six rows with three columns labeled: *The Demonstration Showed*, *I Know*, and *Inference*.

| **The Demonstration Showed** | **I Know** (from texts and background knowledge) | **Inference** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Mr. Schoen explains, "Today, we are going to observe a chemical reaction. You're going to use information from the text you read. You will need to link what you read with your background knowledge of acids and bases to make inferences. Who remembers what an inference is?" He calls on a student who explains that, "It's a conclusion you draw from evidence and reasoning."

Mr. Schoen adds *conclusion drawn from evidence and reasoning* to the third column heading and continues, "Well said. Who knows how you make an inference or what you use to come to your conclusion?" Another student answers, "You use what you read and what you know for the conclusion or inference." "That's right. You use what you read in the text and connect that to information that you already know, or your background knowledge, to make an inference," replies Mr. Schoen. "Who can give me an example of an inference?"

"I infer we will use Bunsen burners today because they're sitting out on the lab bench," noted Arial.

"Great example," says Mr. Schoen. "You've made a conclusion based on an observation. Making inferences is really important when you're reading because sometimes the author does not explicitly state important information. So, making inferences will help you understand what you are reading. But making inferences is also important when investigating scientific phenomena. You need to integrate the evidence based on what you observe, what you read, and what you already know to make an inference."

Mr. Schoen moves to a lab table where the materials for a chemistry demonstration are laid out. After putting on a lab apron and goggles he says, "I want you to watch the demonstration and think about what you can **infer** from what you observe. We have a beaker with 200 ml of distilled water. I need a student volunteer to add 5 ml of bromothymol blue." Mr. Schoen calls a student to don goggles then add the bromothymol blue solution. Mr. Schoen continues: "Bromothymol blue is an indicator. Can anyone tell me how an indicator is used in chemistry?" He chooses a student who responds, "It's used to show when there's a chemical, or when that chemical changes."

## Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven (cont.)

"That's right. It's used to show the presence of a chemical or a change in that chemical. Bromothymol blue indicates the presence of an acid or a base. I think I remember reading this in the article we read yesterday." On the document reader, Mr. Schoen shows the students where in the text this information can be found. "Now let's add a piece of dry ice to our beaker and solution."

Using tongs he picks up one of several small chunks of dry ice in a bowl and moves to drop it in the solution. Just before placing it in the solution, Mr. Schoen pauses and asks "What do you think will happen? You have thirty seconds to tell your partner." Amid groans of anticipation, he then listens to several responses as he calls on students to share out: "the color will change, there will be no color change, it will make bubbles, nothing will happen" and so on. After thanking them for their responses, Mr. Schoen drops the piece of dry ice into the solution. It immediately begins to bubble as the dry ice sublimates. The bromothymol blue solution turns yellow. After a few moments Mr. Schoen adds some drops of sodium hydroxide, just enough to cause the color to change back to blue.

Mr. Shoen then thinks aloud, "I know that I need to think like a scientist and try to figure out what is happening. I wonder why the color of the water changed? Well, I know from the reading that a color change indicates a chemical reaction." He shows the students where this information is in the text and invites the students to highlight the relevant text before continuing.

"I think something about the dry ice reacted with the water and the sodium hydroxide reversed that reaction. Because I already know from previous lessons we've done that water is usually neutral, I can infer that the color changes are related to turning the water acidic or neutralizing it with a base. The sodium hydroxide returned the water solution to its original color, so it must be a base. I'm going to record this on my graphic organizer."

| **The Demonstration Showed** | **I Know** (from texts and background knowledge) | **Inference** (conclusion drawn from evidence and reasoning) |
|---|---|---|
| • Solution bubbled and changed from blue to yellow when dry ice was added.<br>• It changed back to blue when sodium hydroxide was added. | • Color changes indicate chemical reactions.<br>• Water usually has a neutral pH.<br>• The yellow color means it is an acidic solution. | • Adding dry ice to the water resulted in the water turning acidic. |

After this modeling, Mr. Schoen describes the next task by saying, "Now it is your turn to make inferences with your partner. I'd like you to make five inferences using three sources: information on acids and bases from the article we've already read, your partner's and your background knowledge, and the demonstration you just observed. Remember to consider what we have read, as well as other labs and activities we have done. I'd also like for you to use science words, such as 'solution' or 'chemical reaction,' as well as some of the phrases I

## Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven (cont.)

used when I was explaining my thinking. Since you're working with a partner, you'll have to agree on the inferences you make, and the language you use to record the information in your chart needs to be the same."

He points to the steps of the activity listed on the whiteboard at the front of the room and reminds students that they can refer to the phrase bank next to it (Because __, we can infer that ___; The ___, so ___. The ___ resulted in ___.). He says, "First, take turns reading the segments of the article. Stop reading when you get to the first adhesive tape flag. Then, discuss what you have read and use that information along with your background knowledge and what you observed in today's demonstration to make an inference. Use your graphic organizer to write down clues from the text that helped you make your inference under the "I Know" column. Write your inference in the last column. You will have 20 minutes to complete this activity and then we will discuss your inferences as a whole class. Are there any questions?" As the pairs begin to work, Mr. Schoen circulates around the room, monitoring student discussion, asking probing questions to elicit student thinking, and providing specific feedback. After the students have worked together on this task, Mr. Shoen pulls the class back together again and asks students to share the evidence and inferences they found. If the class agrees that the evidence is valid and the inference is solid, he asks the students who shared to add it to the graphic organizer:

| **The Demonstration Showed** | **I Know** (from texts and background knowledge) | **Inference** (conclusion drawn from evidence and reasoning) |
|---|---|---|
| • Solution bubbled and changed from blue to yellow when dry ice was added.<br>• It changed back to blue when sodium hydroxide was added. | • Color changes indicate chemical reactions.<br>• Water usually has a neutral pH.<br>• Dry ice makes water acidic.<br>• Sodium hydroxide is a base.<br>• The yellow color means it is an acidic solution. | • Adding dry ice to the water resulted in the water turning acidic.<br>• Because the sodium hydroxide neutralized the solution we can infer that it is a base. |

This way, the class has collectively developed a model for making inferences from observations, texts, and background knowledge.

## Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven (cont.)

**CA CCSS for ELA/Literacy**: RST.6–8.1, RI.7.1, SL.7.1, RST.6–8.4

**CA ELD Standards:** ELD.PI.7.3, 6b, 11a, 12a; ELD.PII.6

**Related CA Next Generation Science Standards:**

MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

*Disciplinary Core Ideas*

PS1.A Structure and Properties of Matter

PS1.B Chemical Reactions

*Science and Engineering Practices*

Obtaining, Evaluating, and Communicating Information

**Sources**

Adapted from

Kosanovich, Marcia L., and Debra H. Miller. 2010. "Scenario E." *Eight Scenarios Illustrating the Adolescent Literacy Walk-Through for Principals,* 16–18. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Shakhashiri, Bassam Z. 1985. "Chemical Behavior of Gasses." *Chemical Demonstrations: A Handbook for Teachers of Chemistry*, *Vol. 2*, 114–120. Madison, WI: University of Wisconsin Press.

**Additional Information**

- Sensee, Fred. 2001. "Acid-Base Indicators." *General Chemistry Online!* http://antoine.frostburg.edu/chem/senese/101/acidbase/indicators.shtml.

## Snapshot 6.6. Analyzing and Discussing the Use of Language in Science Texts
## Designated ELD Connected to Science in Grade Seven

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' locations and movements. During science instruction, the students engage in collaborative discussions about the informational texts they read 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 the language resources used in the science texts and tasks to support ELs' use of this language in speaking and writing. They draw students' attention to 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*) that students will need in order to comprehend the content of the texts they read and to effectively express their understandings during discussions, labs, and in writing. Teachers also highlight morphology in the informational texts students read, showing them how shifts in word structure (e.g., suffixes) can change not only a word's part of speech but also where it can be used in a sentence (e.g., *converge/convergent, diverge/divergent*). Instruction about morphology can deepen understanding of syntax.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 their thought processes by using strategies, such as think alouds, and then engage students in deciphering the meanings of the sentences before identifying the grammatical boundaries (e.g., which words constitute the noun phrases or dependent clauses in sentences).

Ultimately, the discussion is about how the language of the science texts is used to convey particular meanings about content students are learning. Therefore, during designated ELD, teachers provide structured opportunities for students to practice analyzing and discussing the language in the science texts they are reading and to talk about their ideas using the new language. With such practice, students will be better able to use the language more confidently during science-based speaking and writing tasks, and their awareness of how English works to make meaning in science will be 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 Standard:**
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.

## Snapshot 6.7. Poets in Society – Spoken Word Poetry and Youth Literacy Integrated ELA and Performing Arts in Grade Seven

As part of an international movement to empower youth through the visual and performing arts, the faculty at Bridges Middle School work with a local community organization to create a thriving arts program that includes spoken word, dance performances, hip-hop and rap music composing, and a mural project. The school frequently holds festivals where the students perform, hold MC battles, and inspire one another. The program's overarching goal is to empower students and their teachers as authors of their own lives and agents of social change. The program helps students see that their teachers view the language and literacy they each bring to the classroom as valid in its own right and as a powerful resource for developing academic English. The program also allows teachers to develop positive relationships with their students and to see them as writers, poets, and performers. Over the years, as the program has been refined, the approach has created trust among students, between teachers and students, among teachers at the school, and between school staff and the community. The key instructional principles of the program are the following:

"Learning how to authentically reach students is a precursor to successful teaching.

Knowing who students are and where they come from allows us to create meaningful and thought-provoking curricula.

Reading, writing, and speaking are the foundations of academic achievement, critical thinking, and social justice within and beyond the walls of school" (Watson, 2013, 393).

All of the teachers work together to nurture the youth literacy through the arts program, and in the English classes, teachers work closely with *poet-mentor educators*, young local spoken-word artists and rappers from the community, to support middle school students writing and performing their own spoken word compositions. After completing a six-month training program, the poet-mentors receive ongoing support from the community organization. Teachers at the school believe that the program has helped them establish more positive and trusting relationships with their students, partly because the students see that their teachers care about what they have to say and think that students' life experiences are valid topics for school conversations and writing. The program has also helped teachers foster students' transfer of what they learn composing spoken word and poetry into their more formal academic writing of informational, narrative, and argumentative texts.

In their English classes, students analyze the lyrics of different types of poetry to understand how the language used creates different effects on the reader. They also compare classical or traditionally-studied poetry (e.g., Shakespeare, Emily Dickenson, or Langston Hughes) to more contemporary forms (e.g., hip-hop lyrics or spoken word). The students view videos of teenagers performing spoken word and discuss how the artists combine language, gestures, facial expressions, intonation, rhythm, and other techniques to create particular rhetorical effects. When the students begin to write their own spoken-word poetry, the teachers post a quotation in the room that the class reads together to set the purpose for learning about and writing spoken word poetry:

***"Spoken word is a tool to liberate the mind, to illuminate the heart, and allow us to recognize both our common humanity, as well as the challenges that divide us."***

*Vajra Watson, SAYS Founder and Director, UC Davis School of Education*

The poet-mentors and teachers ask the students to channel their own experiences into their writing. For example, the poet-mentor facilitates the following conversation with a class:

**Snapshot 6.7. Poets in Society – Spoken Word Poetry and Youth Literacy Integrated ELA and Performing Arts in Grade Seven (cont.)**

Poet-mentor: Can anybody tell me what it means to be *accepted*?

Students: *Respect, self-confidence, smart, honesty, be who you are, loyalty, appearance, do what you're told, friendship, good grades, helping, learning* (as students generate words, the poet-mentor writes them on the board).

Poet-mentor: I want you to do something for me. I want you to write down your five top word choices (students write). Now, circle your three favorite words from that list (students circle the words). Now, I want you to cross out those three words and incorporate the two words that are left into a free write called "I am not who you think I am."

The students' poems are all different, expressing their own life experiences and perspectives. One student shares part of his poem with the class:

Javier: I am not who you think I am. I do not like school. I do like to write.

The teachers and poet-mentors want each student to know that they can make a change, just by using their own literacies. One of the poet-mentors shares his own spoken-word poem with the students, which they then use as a model for writing. His poem, which serves as a mentor text, encourages students to write and perform to communicate their hopes and dreams, disappointments and regrets, fears and angers, and their ambitions. One of the pieces the poet-mentor shares is the following:

I am no illusion of a fantasy
A smart living breathing human being, can it be?
I like to read and write cuz it helps me advantage me
You might have the umbrella, but I got a canopy
See – I made friends, lost some
Some say, "You raw, son"
Hear it so often, I feel like I'm (y'all son)
Wanna do what I want, but it's kinda hard son
Cuz I gotta abide by this thing called the law, one
Two, I gotta prove to you what is real
Cuz fake stuff is apparently a big deal
Poet-Mentor Andre "Dre-T" Tillman

Teachers at the school feel that the community-based poet-mentors are critical to the success of the program because they serve as *translators* and *interpreters* between the students and teachers, not all of whom live in the ethnically and linguistically diverse urban neighborhoods their students call home. The students, teachers, and poet-mentors, feel so strongly about the success of this program that they collaboratively approach foundations and the local city council to seek funding to further deepen community support of and involvement with the project. They speak at city council meetings and write letters to foundations and community organizations inviting them to their annual summit.

## Snapshot 6.7. Poets in Society – Spoken Word Poetry and Youth Literacy Integrated ELA and Performing Arts in Grade Seven (cont.)

**CA CCSS for ELA/Literacy:** RL.7.4; RL.7.5; W.7.4; SL.7.6; L.7.3

**Related CA Visual and Performing Arts Content Standards:**

7.5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas . . .

7.5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

**Sources**

Adapted from

Sacramento Area Youth Speaks (SAYS). University of California, Davis.

Watson, Vajra M. 2012. *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education.* New York: Routledge.

Watson, Vajra M. 2013. "Censoring Freedom: Community-Based Professional Development and the Politics of Profanity." *Equity and Excellence in Education* 46 (3): 387–410.

**Additional Information**

Duncan-Andrade, Jeffrey M. R. and Ernest Morrell. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools.* New York: Peter Lang.

Examples of spoken word poetry performances:

- Knowledge for College 5th Annual SAYS Summit 2013 (http://vimeo.com/73224895)
- Culture and Language Academy of Success (CLAS) School Video (http://www.youtube.com/watch?v=W3AbBFzIokg)
- Brave *New* Voices (BNV) (http://youthspeaks.org/bravenewvoices) Spoken Word Movement and BNV Festival Videos (http://youthspeaks.org/bravenewvoices/blog/)
- SAYS spoken word poetry on the UC Davis Web site (https://equity.ucdavis.edu//)

## Snapshot 6.8. Constructing and Critiquing Arguments in Math Designated ELD Connected to Mathematics in Grade Seven

In grade seven, students engage in two mathematical practices that focus on communication: (1) constructing viable arguments and critiquing the reasoning of others and (2) attending to precision. The students are called upon to justify their conclusions, communicate them to others, and respond to the arguments of others. In addition, they listen to or read their peers' arguments, decide whether they make sense, and ask useful questions to help classmates clarify or improve their arguments. Middle school students, who are learning to use key terms carefully and examine claims, try to communicate precisely to others, using clear definitions and reasons in both discussion and in writing.

During designated ELD instruction, teachers work with their English learners to help them gain confidence using the language needed to comprehend, construct and justify arguments, and communicate ideas clearly. Teachers can provide EL students opportunities to practice using words, phrasing, and discourse conventions useful for discussing mathematical content and making sound mathematical arguments. Some of this language includes introductory adverbial phrases (e.g., *In this case, As shown previously*), or cause/effect sentence structures (e.g., *Due to/as a result of* _____, *I expect/conclude that* _____). Teachers can enhance English learners' ability to engage in dialogue about mathematical ideas by providing structured and meaningful practice using a variety of question openers and extenders (e.g., *Could you clarify what you mean by* _____*? I'm not sure I agree with you, but let me explain what I mean . . .*). For example, while the rest of the class is working on independent tasks in groups or pairs, teachers might pull a small group of ELs at similar English language proficiency levels to discuss the language resources useful for engaging in conversations about mathematics topics, encouraging ELs to engage in small-group discussion using the mathematical language. This way, teachers can focus strategically on the specific language their EL students need to develop in order to fully engage with the math content and strengthen their ability to use it during whole class and small-group tasks.

During mathematics instruction, teachers monitor students and provide judicious corrective feedback to ensure they are using the language appropriately while also applying the correct mathematical practices and content knowledge.

**CA ELD Standards:** ELD.PI.7.1, 3, 4, 5, 11a, 12; ELD.PII.7.3–7

**Related CA CCSS for Mathematics:**

MP.3 Construct viable arguments and critique the reasoning of others.

## Snapshot 6.9. Developing and Defending an Argument
## Integrated ELA/Literacy and Civic Learning Instruction in Grade Eight

At the beginning of class one day, Ms. Okonjo asks her students the following question, which she has also posted on the SMART board:

*Should our democracy allow schools to punish students for off-campus cyberbullying?*

She has her students briefly discuss their initial reactions to the question in their table groups and explains that today they will read an article on cyberbullying that includes two arguments: one in favor and one against allowing schools to punish students for off-campus cyberbullying.

Ms. Okonjo writes three key words from the question: *democracy*, *off-campus,* and *cyberbullying* on the board and asks the students to discuss what they know about each of these terms and then jot down a list of words associated with each term. After asking a few students to report out on what their groups generated, she acknowledges students' understandings and tells them that they are going to learn more about the terms in an article they will read.

First, Ms. Okonjo asks the students to read the short article individually, circling any words or phrases they find are unclear. She also asks students to place a question mark next to longer passages that they need clarification about. After the first reading, she asks students to work together in table groups to help one another clarify the terms and ideas. Next, she guides the whole class in creating a list of unfamiliar terms with explanations for each, using an online collaborative document program (projected via the document camera). Students will be able to refer to this online word bank later and will also be able to collectively refine various terms' explanations over time.

Once they have discussed unfamiliar terms and phrases, the class collaboratively deconstructs a few complicated sentences selected by the students. For example, students analyze the first sentence:

"Although schools have a duty to protect the safety and well-being of their students, much of this *cyberbullying* takes place off-campus, outside of school hours."

| Structure: Type of Clause? How I know? | Text Excerpt: Broken Into Clauses | Meaning: What It Means in My Own Words |
|---|---|---|
| Dependent, it starts with *although*, so it depends on the other part of the sentence | *Although* schools have a duty to protect the safety and well-being of their students | Schools are supposed to take care of their students.<br>But . . .<br>The word *although* lets us know that cyberbullying might still be happening. |
| Independent, even if I take the other part of the sentence away it is still a complete sentence. | much of this cyberbullying takes place off-campus, outside of school hours. | Students use texting, Facebook, and other technology to bully others, but they do it afterschool.<br>So, cyberbullying is still happening. |

## Snapshot 6.9. Developing and Defending an Argument Integrated ELA/Literacy and Civic Learning Instruction in Grade Eight (cont.)

Ms. Okonjo then asks the students to go back into the text and to work in their table groups to identify the arguments for and against schools punishing students for off-campus cyberbullying. She tells them to take turns reading the paragraphs and to discuss whether they detect any arguments for or against whether the school should take action. She also tells them that they must come to a consensus on these statements. Once they have, each group member should write the same thing in his or her notetaking sheet. This, she reminds them, requires them to discuss their ideas extensively first so that they can be concise and precise when they record their ideas in their notes. Ms. Okonjo provides a notetaking guide for students to record their evidence.

| *Should our democracy allow schools to punish students for off-campus cyberbullying?* | |
|---|---|
| Reasons and Evidence For | Reasons and Evidence Against |

As the students work in their groups, Ms. Okonjo circulates around the room so that she can listen in on the conversations, answer questions, provide *just-in-time* scaffolding, and more generally observe how the students are working together.

After giving students time to locate arguments for and against punishing students for off-campus cyberbullying, Ms. Okonjo refocuses the students on the deliberation question and explains that the students will be assigned to one of two teams: Team A, which will be in favor of the school exacting punishment, and Team B, which will be against such punishment. Each team will be responsible for selecting the most compelling reasons and evidence for its assigned position. Next, she provides time for the students to reread the article and identify the most compelling reasons to support the school taking action, along with powerful quotes to enhance these reasons. To ensure maximum participation, she asks everyone on each team to prepare a presentation of at least one reason.

As each member presents a compelling reason to his or her team, the other team members listen and record notes. Although the team members who are listening can ask questions if they do not understand, they cannot argue. Once all team members have shared amongst themselves, then each team presents its argument. To ensure understanding, the teams then switch roles, and defend the other team's most compelling reasons, adding at least one additional reason to support the other team's position. Then Ms. Okonjo asks students to move from their assigned team roles and deliberate as a group, using their notes. Afterwards, each student selects the position he or she now agrees with and, using evidence from the text for support, writes a brief paragraph to explain why. As the students discuss their paragraphs in small groups, Ms. Okonjo circulates around the room, checking students' paragraphs and providing support to those who need it. Following the class discussion, the students reflect on their oral contributions to group discussions in their journals.

On another day, the students co-construct a letter to school board to express their varied opinions. To support their positions, they include the compelling reasons they identified, evidence from the text they read, and any relevant personal experiences.

## Snapshot 6.9. Developing and Defending an Argument Integrated ELA/Literacy and Civic Learning Instruction in Grade Eight (cont.)

**Resources**

Adapted from

Constitutional Rights Foundation. 2007. "Should Our Democracy Allow Schools to Punish Students for Off-Campus Cyberbullying? Cyberbullying Reading" *Deliberating in a Democracy*.

**CA CCSS for ELA/Literacy:** RI.8.1–2; W.8.1; SL.8.1, 3

## Snapshot 6.10. Analysis of Primary Texts by Frederick Douglass Designated ELD Connected to History/Social Science in Grade Eight

In history class, students are learning about the origins of slavery in the U.S., its consequences, and its abolition. They learn how Frederick Douglass, an African American writer and political activist who was born a slave in 1818, escaped to freedom and began to promote the anti-slavery cause in the nineteenth century. Throughout the 1840s and 1850s he traveled across the north delivering abolitionist lectures, writing anti-slavery articles, and publishing his autobiography about his time in slavery and his journey to freedom.

In 1855, Douglass gave a speech to the Rochester Ladies' Anti-Slavery Society. Mrs. Wilson, the history teacher, has carefully excerpted significant selections from Douglass's speech as well as other relevant primary sources in order to help her students understand the abolitionist argument in the years leading up to the Civil War and to answer the following focus question:

***Why did Frederick Douglass believe the United States should abolish slavery?***

Mr. Gato, the school's ELD specialist, has consulted with Mrs. Wilson to help students understand Douglass's writing, which contains challenging vocabulary, complicated organization, and abstract ideas. The following quotation from Douglass's speech in Rochester is characteristic of the language students will encounter:

> *The slave is bound to mankind, by the powerful and inextricable network of human brotherhood. His voice is the voice of a man, and his cry is the cry of a man in distress, and a man must cease to be a man before he can become insensible to that cry. It is the righteousness of the cause—the humanity of the cause—which constitutes its potency.*

Recognizing that EL students, who are all at the Bridging level of English language proficiency, need support understanding this complex language in order to develop sophisticated understandings of the content, for designated ELD time, Mrs. Wilson and Mr. Gato collaboratively design lessons to meet these needs. They also recognize that the other students in the history class, many of whom are former ELs and standard English learners, would benefit from strategic attention to language analysis. The teachers decide to co-teach a series of designated ELD lessons to the whole class. They distribute copies of the quoted passage and read the excerpt aloud while students read along.

Next, Mr. Gato asks students to work in pairs to identify words or phrases in the short passage that are unfamiliar, abstract, or confusing. He has anticipated what some of these words will be (e.g., *inextricable*, *potency*) and has prepared student-friendly explanations in advance. After a couple of minutes, he pulls the class together, charts the words the class has identified, and offers brief explanations, which the students note in the margins of their individual copies. Since some of the words are cognates in Spanish, and many of the students are Spanish-English bilinguals, he calls their attention to those words and provides the Spanish cognate. He also clarifies that the male nouns *man* and *men* in the excerpt are meant to represent all of humanity, not just males.

Mrs. Wilson and Mr. Gato then guide the students through a detailed *sentence deconstruction* activity, in which they model how to code words and phrases according to how they function to make meaning in the sentences. In particular, the teachers encourage

## Snapshot 6.10. Analysis of Primary Texts by Frederick Douglass Designated ELD Connected to History/Social Science in Grade Eight (cont.)

students to clearly identify words that serve as reference devices—substitutes and pronouns that refer to people, concepts, and events in other parts of the excerpt or in their previous discussions about the Antebellum era. After modeling and explaining how to conduct this type of analysis on a different chunk of text, the teachers ask students to work in pairs to practice doing the same type of analysis on the excerpt from Douglass's speech at Rochester. The table provides an example of the whole group debrief following this pair work.

| Text: | Analysis:<br>What do the bolded terms in the text refer to? |
|---|---|
| **The slave** is bound to<br>**mankind**, by the powerful and inextricable network of human brotherhood. | – men and women in slavery<br>– all people, humanity |
| **His voice** is the voice of<br>**a man**, | – the slave's voice<br>– all people, humanity |
| and **his cry** is the cry of<br>**a man in distress**, | – the slave's cry or call for help<br>– man and mankind—all people, humanity in distress |
| and **a man** must cease to be **a man** before he can become insensible to **that cry** | – slave owners or people who support/don't fight against slavery<br>– the cry of the slave in distress, but also all people in distress |
| **It** is the righteousness of the cause—the humanity of the cause— | – linking the righteousness and humanity of the cause with how powerful it is (potency)<br>– the cause is the abolition of slavery<br>– the righteousness and humanity of the cause is what makes it or causes it to be powerful |
| which constitutes **its potency**. | – the power or potency of the cause (abolition of slavery) |

As Mr. Gato leads the class to complete the chart together, drawing from the similar charts they completed in pairs, he asks students to suggest where he should draw arrows to connect the referring words to their antecedents. Throughout this discussion, there is considerable negotiating as students grapple with the meanings in the text and attempt to persuade their peers about their interpretations of those meanings. During the discussion about the text, Mr. Gato prompts students to provide evidence to support their claims. In addition to unpacking the literal meanings of words and phrases, Mr. Gato asks students to discuss in triads the following question:

## Snapshot 6.10. Analysis of Primary Texts by Frederick Douglass Designated ELD Connected to History/Social Science in Grade Eight (cont.)

*"Why did Douglass repeatedly use the word 'man' to describe slave men and women?"*

After lively small group discussions and then a whole group debrief, students are encouraged to develop their own interpretations using evidence from the text as well as their previous study of the Antebellum era. Some students believe that Douglass wanted to remind the white ruling class that men and women in bondage were human and hoped to connect the suffering of slaves to humanity's struggles. Others suggest that Douglass was using the same rhetorical tool as the founding fathers, who often used the term *man* to encompass everyone. Other students argue that since women did not have the same rights as men in 1855, Douglass focused his appeal on male citizens – those who could vote and make laws.

During the whole group discussion, Mrs. Wilson and Mr. Gato poses questions to help students fully grasp Douglass's use of imagery (e.g., *a man in distress, his cry*) as a tool for persuading his listeners. The class then deconstructs other sections of the text in order to develop even more nuanced understandings of Douglass's writing and ideas. After examining a few other excerpts from the speech, the teachers ask students to discuss and then write about the focus question:

***Why did Frederick Douglass believe the United States should abolish slavery?***

Mr. Gato and Mrs. Wilson find that having students grapple simultaneously with basic comprehension of short excerpts and larger questions about Douglass's intent supports deeper understandings about the social significance of Douglass's speech and provides students with strategies for approaching other complex informational and historical texts.

**Resource**

Douglass, Frederick. 1855. "The Anti-Slavery Movement." Rochester, NY: Lee, Mann and Co. From Library of Congress, "Frederick Douglass Papers at the Library of Congress." http://www.loc.gov/item/mfd000384

**CA ELD Standards (Bridging):** ELD.PI.8.1, 6a, 8, 11a; ELD.PII.8.2a

**CA CCSS for ELA/Literacy:** RH.6–8.1, 2, 4, 6, 8–10

**Related CA History–Social Science Standards:**

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturned and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.9 Students analyze the early and study attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

8.9.2 Discuss the abolition of slavery in early state constitutions.

8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

## Snapshot 6.11. Debating About the Effects of Human Activity on the Health of the Earth
## Integrated ELA, ELD, and Science Disciplinary Literacy Lesson in Grade Eight

The eighth-grade teaching team at Fred Korematsu Middle School has worked hard at collaborating across disciplines over the past several years. Initially, it was challenging for the teachers to find ways to contribute to the team's efforts as experts from particular areas, such as content knowledge, academic literacy development, and English language development. However, over the years, the team has strengthened its collaborative processes so that now, they engage more easily in discussions about content, pedagogy, and approaches to teaching disciplinary literacy.

In science, the teachers work together to help students develop deep content understandings and the disciplinary literacy knowledge and skills necessary to confidently and successfully engage with disciplinary texts using scientific habits of mind. For example, the ELA, ELD, and science teachers recently worked together to develop a biography unit on various scientists. The students worked in small interest groups to read biographies of scientists of their choice and then collaboratively wrote a vignette of an important event in the scientist's life. They also created a multimedia presentation based on the vignette, which they presented to their classmates.

From the science teacher's perspective, the ELA and ELD teachers have helped her to be more explicit about the language in science texts when she facilitates discussions. From the ELA and ELD teachers' perspectives, the science teacher has familiarized them with the core science principles and conceptual understandings that are important for students to understand and given them insights into how scientists think. As the three teachers analyze the texts they use in their various disciplines and discuss the types of writing they expect their students to do, they discover that each discipline has its own *culture* or ways of reading, writing, speaking, thinking, and reasoning.

For example, they notice that arguments look different in ELA than they do in science or social studies and that these differences go beyond vocabulary knowledge. In ELA, students learn to respond to literature by analyzing and evaluating novels, short stories, and other literary texts. In literary responses, students are expected to present and justify arguments having to do with themes and abstract ideas about the human condition, explain figurative devices (e.g., metaphor, symbolism, irony), and interpret characters' actions and dialogue and using evidence from the text to support their claims. In science, students learn to reason and argue scientifically, composing arguments supported by evidence that is presented in ways that reflect scientific knowledge and thinking. The language used to shape arguments reflects differences in the purposes of argumentation in each discipline. To support their students, the teachers plan ways to more explicitly teach the language of argument in general and to help students attend to some of the differences in argumentative writing that occur across content areas.

## Snapshot 6.11. Debating About the Effects of Human Activity on the Health of the Earth
## Integrated ELA, ELD, and Science Disciplinary Literacy Lesson in Grade Eight (cont.)

Currently, the teachers are collaborating on a unit where their students will research the effects of human activity on the health of the world. Among the tasks students will complete is an argument for how increases in human population and per capita consumption of natural resources impact Earth's systems and people's lives. Together, the teachers design meaningful and engaging tasks that will support all students in achieving the performance task. These tasks include overt attention to how arguments in science are constructed with much discussion about the language resources used. Some discussions are facilitated in a whole class format, while others are conducted in small collaborative groups. Likewise, some tasks are facilitated in the science classroom, while others are facilitated in the ELA and ELD classrooms. Teachers engage their students in the following in order to enhance their skills in reading and writing arguments in science:

**Building Students' Skill in Reading and Writing Arguments in Science**

- Reading many texts, viewing media, and multiple discussions to develop deep knowledge about the topic
- Conducting collaborative research investigating the topic and gathering evidence in notebooks for possible use in written arguments and debates
- Using *mentor* science argumentative texts to identify and discuss *claims, position statements, counterarguments, supporting evidence,* and *persuasive language*
- Unpacking *claims* to determine what types of evidence and warrants are expected
- Unpacking paragraphs and sentences in mentor science argumentative texts to identify language resources used and discuss why the writer used them
- Weighing competing positions and discussing what makes arguments or counterarguments more credible
- Identifying and discussing audiences (their beliefs, attitudes, and experiences) for particular arguments and how to convince them to accept different positions
- Orally debating positions, using supporting evidence from research, to practice formulating claims and counterarguments, engage in rebuttals, and define partners' claims in order to undermine them
- Using templates to organize ideas and jointly construct short arguments for different audiences
- Role playing to rehearse making arguments for intended audiences, providing feedback to peers on language they use and evidence they present, and adjusting language and content, based on feedback received

## Snapshot 6.11. Debating About the Effects of Human Activity on the Health of the Earth
## Integrated ELA, ELD, and Science Disciplinary Literacy Lesson in Grade Eight (cont.)

When the students write their arguments about the impact of human activity on the Earth, they do so collaboratively in interest groups. They write for a peer audience, adopting an academic stance while also envisioning a clear purpose for their writing. That is, they attempt to persuade their peers to think a certain way (e.g., climate change is affecting food supply) or do a certain thing (e.g., recycle to conserve natural resources) based on their sound arguments that include credible and convincing evidence. Each group's argument will be evaluated by two other groups as well as the teacher, using criteria that the class generates over the course of the unit as they learn more about what makes an effective science argument.

As the unit progresses, the science, ELA, and ELD teachers meet frequently to discuss how the learning tasks are going and to make adjustments based on their observations of student discussions and writing tasks. At the end of the unit, they agree that the intensive cross-disciplinary approach they have employed has helped students understand the structure of different types of arguments they read and to produce their own arguments in different disciplines. The combined activities have also supported them to take a more critical stance to reading and writing tasks more generally.

**CA CCSS for ELA/Literacy:** RI.8.1–3, 5, 8; W.8.1, 7; SL.8.1, 3, 4, 6; RST.8.1, 5, 8; WHST.8.1, 7, 9
**CA ELD Standards:** ELD.PI.8.1–4, 6a, 7–9, 10a, 11a; ELD.PII.8.1–2
**Related CA Next Generation Science Standard:**
MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.

**Additional Information**

Fang, Zhihui. 2010. *Language and Literacy in Inquiry-Based Science Classrooms, Grades 3–8.* Thousand Oaks, CA: Corwin

To find quality science trade books, visit the following sites:

- The American Association for the Advancement of Science (AAAS): AAAS/Subaru SB&F Prize for Excellence in Science Books (http://www.sbfonline.com/Subaru/Pages/CurrentWinners.aspx)
- The National Science Teachers Association (NSTA): Outstanding Science Trade Books for Students K–12 (http://www.nsta.org/publications/ostb/)

## Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies Integrated ELA and ELD in Grade Nine

Located in an urban neighborhood, Nelson Mandela Academy is home to a diverse student population, including bilingual students (e.g., Spanish-English, Hmong-English), students who speak one or more varieties of English (e.g., Chicana/Chicano English, African American English, Cambodian American English), English learners (ELs), and former ELs. In recognition of the cultural and linguistic resources their students bring to school and acknowledging the tensions students sometimes experience regarding language use, teachers of ninth-grade English classes include a project called Linguistic Autobiographies. For this project, students reflect on their own histories of using language in different contexts: at home, with friends, at school, at stores or in other public places where they interact with strangers. The students engage in a variety of collaborative academic literacy tasks, including:

- Viewing and discussing documentary films related to language and culture (e.g., the film *Precious Knowledge*, which portrays the highly successful but controversial Mexican American Studies Program at Tucson High School)
- Reading and discussing short essays and memoirs by bilingual and bidialectal authors to learn about their multilingual experiences (these texts also serve as models for writing their own personal narratives)
- Analyzing and discussing poetry (e.g., In Lak'ech: You Are My Other Me by Luis Valdez) and contemporary music lyrics (e.g., hip hop and rap) to identify how people's language choices reflect cultural values and identity
- Reflecting on and discussing their own multilingual or multidialectal experiences, including how others have reacted to their use of different languages or varieties of English
- Researching and documenting language use in their families and communities (e.g., interviewing parents or grandparents) to learn about different perspectives and to broaden their own
- Viewing and discussing playful and creative uses of multiple languages and dialects (e.g., the TED Talk "Reggie Watts: Beats that Defy Boxes")
- Writing personal narratives, poems, blog posts, informative reports, and arguments related to the relationships between language, culture, and society
- Producing original multimedia pieces, such as visual presentations and short documentary films, based on their research
- Presenting their multimedia projects to others (e.g., peers in the class, to parents and community members at school-sponsored events, to a wider audiences at conferences or online)

Students spend much of their class time engaging in collaborative conversations about challenging topics, including their reactions to negative comments in the media about their primary languages, "non-standard" varieties of English (e.g., African American English), accent (e.g., southern), or slang. Through these conversations, students learn to value linguistic and cultural diversity—their own and others'—and develop assertive and diplomatic ways of responding to pejorative comments regarding their primary languages or dialects. For their

## Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies Integrated ELA and ELD in Grade Nine (cont.)

various projects, students work in collaborative groups to generate interview questions, peer-edit drafts, analyze texts, and produce media. This collaborative academic learning environment not only strengthens the bonds between students but also supports them to engage in the types of tasks that will be expected of them in college, community, and careers.

**Resources**

McGinnis, Eren Isabel, and Palos, Ari Luis. 2011. *Precious Knowledge.* Dos Vatos Productions and Independent Television Services. http://www.pbs.org/independentlens/precious-knowledge/film.html

Valdez, Luis. 1971/1990. "You Are My Other Me." Excerpted from the poem "Pensamiento Serpentino." *Early Works: Actos, Bernabé and Pensamiento Serpentino.* Houston, TX: Arte Público Press and San Juan Bautista, CA: El Teatro Campesino.

Watts, Reggie. 2012. "Beats that Defy Boxes." *TED Talks.* http://www.ted.com; http://www.ted.com/talks/reggie_watts_disorients_you_in_the_most_entertaining_way

**CA CCSS for ELA/Literacy:** RI.9–10.6, 7; W.9–10.3, 6, 7; SL.9–10.4; L.9–10.3

**CA ELD Standards (Bridging):** ELD.PI.9–10.2, 8, 9, 10a

**Additional Information**

Bucholtz, Mary, Audrey Lopez, Allina Mojarro, Elena Skapoulli, Chris VanderStouwe, and Shawn Warner-Garcia. 2014. "Sociolinguistic Justice in the Schools: Student Researchers as Linguistic Experts." *Language and Linguistics Compass* 8 (4): 144–157.

Choudhury, Mohammed and Jeff Share. 2012. "Critical Media Literacy: A Pedagogy for New Literacies and Urban Youth." *Voices from the Middle* 19 (4): 39–44.

Morrell, Ernest, Rudy Dueñas, Veronica Garcia, and Jorge López. 2013. *Critical Media Pedagogy: Teaching for Achievement in City Schools.* New York: Teachers College Press.

UC Santa Barbara School Kids Investigating Language, Life, and Society (SKILLS) Project: http://www.skills.ucsb.edu/

## Snapshot 7.2. Socratic Seminar
## Integrated History and ELA/Literacy in Grade Ten

In Mrs. Arrowsmith's sophomore history class, students have been examining India's independence movement. In preparation for the day's discussion, and in order to better understand the nature of British rule and why Gandhi's argument would gain such popular support, students have already read (1) the English Bill of Rights of 1689, (2) an excerpt from Gandhi's book*, Indian Home Rule,* and (3) an excerpt from F. D. Lugard's *The Rise of Our East African Empire*, which details British colonial goals in Africa in 1893. Finally, students also completed a guided reading activity in small groups related to excerpts of Martin Luther King Jr.'s article, "Nonviolence and Racial Justice" and independently read and annotated an excerpt from Henry David Thoreau's "Civil Disobedience." For the day's Socratic seminar, the teacher created a series of open-ended questions based on these texts to support group discussion:

- What is the nature of civil disobedience?
- How do the viewpoints of the various authors compare/contrast?
- How might these authors have responded to the political/social strife in the Middle East in 2010–2013?
- Is violence ever appropriate? Why or why not?

As students share, they are reminded to base their answers on evidence from the texts. After the discussion, Mrs. Arrowsmith guides the class in creating several summary statements of "new understandings" developed as a result of the seminar. Lastly, using rubrics, individual students reflect on their participation and their readiness to engage in the content discussed during Socratic seminar.

**Strategy Variation:** Clusters of students read different texts based on interest, readiness level, or text difficulty, or students are divided into groups of 8–10 and asked to discuss just one question while others monitor/reflect on discussion content.

**Resources**


English Parliament. 1689. *Declaration of Rights.* London, UK: Charles Bill and Thomas Newcomb. http://www.loc.gov/exhibits/creating-the-united-states/interactives/bill-of-rights/speech/

Gandhi, Mohandas K. 1910. *Indian Home Rule.* 1st ed. Phoenix, Natal, India: The International Printing Press. https://docs.google.com/file/d/0B2GRozT38B1eYWU0OTc5N2UtNGQyZC00YTlmLWI4N2UtZjQ2ZTg4MzY3NTM5/edit?ddrp=1&pli=1&hl=en

King, Martin Luther, Jr. 1957. "Nonviolence and Racial Justice." *The Christian Century.* 6 February 1957: 165-167.

Lugard, Frederick J. D. 1893/1968. *The Rise of Our East African Empire: Early Efforts in Nyasaland and Uganda.* Abingdon, Oxon, UK: Routledge. http://legacy.fordham.edu/halsall/mod/1893lugard.asp

Thoreau, Henry David. 1849/2004. "On the Duty of Civil Disobedience." Project Gutenberg EBook. https://ia902608.us.archive.org/32/items/civildisobedienc00071gut/71-h/71-h.htm


**CA CCSS for ELA/Literacy:** SL.9–10.1, 2, 4; RH.9–10.1, 2, 6

**Related History–Social Science Standard:**

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

## Snapshot 7.3. Using Mock Trials to Construct Arguments Integrated ELA/Literacy and Civic Learning in Grade Ten

Mrs. Herrera leverages the structure and rigor of a mock trial to promote her students' abilities to read literature, write arguments, and engage in academic discussion as well as to build links between her students and their future careers and civic life. Her goal is for students to develop skills such as reading closely (to determine what the text says explicitly and to make logical inferences from it) and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Using an array of literature, she has students prepare written arguments and present their ideas in a debate forum.

When the class reads William Shakespeare's *Macbeth,* Macbeth is placed on trial for the murder of King Duncan and Macduff's family. Mrs. Herrera's students consider whether he should be accountable for his actions. To anchor their reading of the play, students are assigned to be part of either a prosecution or a defense team in which they will work on constructing an argument for his guilt or innocence. As the students read, they list evidence for their side of the case at the end of each act. Their evidence includes direct quotes and notations about physical evidence, with corresponding notation for acts, scenes, and line numbers.

**Example for the Prosecution:**

Act I

Macbeth's motive: "I have no spur To prick the sides of my intent, but only Vaulting ambition, which o'erleaps itself and fall on th'other. Act I, Scene 7, p. 25–8

**Example for the Defense:**

Act II

Macbeth shows remorse: "Glamis hath murdered sleep, and therefore Cawdor shall sleep no more: Macbeth shall sleep no more." Act II, Scene II, p. 3

When Mrs. Herrera's students meet in their defense and prosecution groups, they assemble their best arguments and evidence. They then prepare for the trial by individually writing an opening and closing argument for their side with major claims and supporting evidence from the text. Mrs. Herrera subsequently guides her students through the trial process presenting their cases orally. Finally, her students choose a side to defend in a formal argumentative essay.

**Resource**

Shakespeare, William. 1604-1606/1992. *The Tragedy of Macbeth.* Folger Shakespeare Library. New York: Washington Square Press/Simon & Schuster.

**CA CCSS for ELA/Literacy:** RL.9–10.1–4; W.9–10.1, 4–7, 9; SL.9–10.1, 3–4, 6

## Snapshot 7.4. Force and Motion
## Integrated ELA/Literacy and Science in Grade Ten

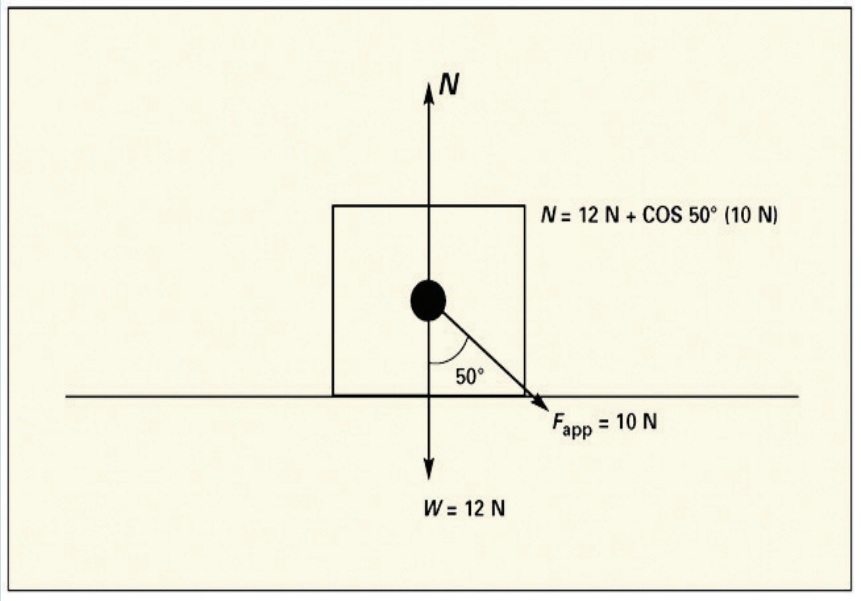
Ms. Shankle has been teaching a unit on force and motion to her tenth-grade science class. In addition to investigative activities and work with important vocabulary, Ms. Shankle has had her students read from the text, supplemental materials, and instructional Web sites that contained both *technical explanations* and *diagrams* because she knows that it can often be difficult to integrate these varied types of informational formats. She collaborates with the ELA teacher on her team, Ms. Ryan, who suggests that the students can benefit from generating questions to self-monitor their emerging understanding of the content as they read. Ms. Ryan explains how this strategy requires students to be more actively involved than simply answering teacher-generated questions and enables them to self-regulate their learning. Ms. Ryan also suggests that the kinds of questions students produce will let Ms. Shankle assess whether they are being distracted by extraneous information in the text or if they are focusing on particular examples at the expense of overarching principles or main ideas.

When she initially introduces the strategy, Ms. Shankle tells her students, "Today, we are going to be reading about how to determine force and acceleration. You know that scientific writing is very different from the kinds of text you might typically read in your English class or for your own pleasure. This science text will have procedural information to guide you in the steps of calculating force and acceleration. You will also see figures and formulas that relate to what is being described in the written portions. The author of this text communicates a lot of information in a very short space, so we are going to use a strategy to make sure we understand everything. As we read a section, we are going to write questions that connect information from the paragraph with information in the diagrams or formulas. I am going to model how to write these types of questions for the first section and, then, you are going to work with your lab partners on writing some questions of your own. Afterwards, we will check our understanding by answering the questions together."

Ms. Shankle gives the class several minutes to read the section about calculating the normal force, which contains the following text and accompanying diagram:

> To determine the magnitude of the normal force (N), start by drawing a free-body diagram depicting all the forces acting upon the object. Remember that a free-body diagram is a type of vector diagram in which the length and direction of the arrows indicate information about the forces. Each force arrow in the diagram is labeled to specify the exact type of force.
>
> Next, align the coordinate system so that as many of the forces are parallel or perpendicular to it as possible. Forces directed at an angle, such as a push on a large box, have two components: a horizontal and a vertical component. Those components are calculated using the magnitude of the applied force ($F_{app}$) and the angle at which the force is applied (Ø = $50^o$ in the diagram). Assuming minimal to no friction, the normal force (N) acting upon the large box will have a value such that the net vertical force on the box is equal to zero. In this case, the normal force (N) upward would be equivalent to the sum of the downward forces, which would include the perpendicular component of $F_{app}$ and the force due to the weight of the box (W).

## Snapshot 7.4. Force and Motion
## Integrated ELA/Literacy and Science in Grade Ten (cont.)




Ms. Shankle then talks through how she would formulate a question to connect information from the paragraphs with the diagram.

"I want to make sure I am relating the written information in this section with the diagram provided here. The paragraph is describing a step in solving problems about force, and the step includes *drawing the free-body diagram*. The diagram here is just one example. I want to remember the author's points about what the free-body diagram should show, not just what is shown on this particular diagram. One question I could ask is: 'What is the length of the arrow, or vector, used to show?' That would check whether I remember the important information about how to depict the forces. To answer this question, I need to relate the information in the paragraph with the example provided in the diagram. The length of the arrow reflects the magnitude of the force."

Ms. Shankle records her question on the board (What is the length of the arrow, or vector, used to show?) and asks her students to write it in their notebooks or type it using a computerized device. Next, she asks the lab partner pairs to collaboratively generate another question that would check their understanding of how the written paragraphs connect to the diagram. As she walks around the room monitoring their work, Ms. Shankle notices that several partners are writing questions about the normal force being drawn perpendicular to the surface of contact or the direction of the arrow showing the direction in which the force is acting. If a pair finishes quickly, she asks the students to continue writing additional questions and challenges them to develop questions that would require someone to think carefully and critically.

## Snapshot 7.4. Force and Motion
## Integrated ELA/Literacy and Science in Grade Ten (cont.)

However, not everyone shows this level of skill with the strategy. For example, one pair of students wrote a question specific to the formula in the example diagram (Normal force N is equal to 12N plus what?). She talks to this pair of students about how to reword the question to apply to other situations and to remind them of the connection between drawing free-body diagrams and applying equations to solve problems. With her guidance, the students rewrite the question as follows: When there is a force applied at an angle to the horizontal, the normal force is determined in what two components?

After each set of lab partners has composed at least one question, Ms. Shankle asks several students to share what they had generated. She used the students' suggested questions as peer models for different ways questions could be worded, and together they discuss to what extent the questions can be evaluated based on their usefulness in checking for a reader's understanding of the text's important points. As students offer their questions, Ms. Shankle lists them all on the board and asks students to copy them into their notebooks. She then instructs the pairs of students to return to the text in order to answer each question.

**CA CCSS for ELA/Literacy:** RST.9–10.1, 3–7, 10; SL.9–10.1; L.9–10.6

**Related CA Next Generation Science Standards**:

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

*Disciplinary Core Idea*

PS2.A Forces and Motion

**Source**

Adapted from

Kosanovich, Marcia L., Deborah K. Reed, and Debra H Miller. 2010. "Comprehension Vignette/Science." *Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary-Level Teachers*, 70–74. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

## Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten

Los Rios High School's program for recently arrived immigrant adolescents provides a robust academic curriculum for ELs at the Emerging level of English language proficiency who are within their first years in the U.S. School faculty and staff understand that adolescent ELs who are newly-arrived immigrants and need to learn English are among the most vulnerable subgroups of ELs, especially when they have gaps in their educational backgrounds. In developing the program and curriculum, teachers and administrators researched successful newcomer programs in the U.S. and affirmed their commitment to guiding students to:

- Engage meaningfully with intellectually rich academic content
- Think critically about complex problems and texts
- Work collaboratively with peers
- Communicate effectively in a variety of ways
- Develop an academic mindset
- Acculturate to the United States school system
- Develop and strengthen their native language literacy skills

The school views newcomer EL students' abilities to navigate multiple cultural worlds, speak more than one language, and collaborate with diverse groups of people as assets in a global society. The program Los Rios has designed, and continuously refines, includes a two-semester intensive program during the students' first year in the U.S. Students can exit after one semester if they are ready, or stay a little longer if needed. This flexibility allows the school to meet the diverse needs of newcomer students and is especially beneficial for those who can benefit from more time to adjust to their new environment. This is especially important for adolescents with severely disrupted educational backgrounds and/or traumatic experiences, such as living in a war zone before immigrating to the U.S.

Upon their arrival at the school, students are assessed in their primary language as well as in English to determine how teachers can most effectively differentiate instruction, and class size is capped at 25 students. The intensive first year program is taught by an interdisciplinary team of five teachers (math, science, social studies, language arts, arts) who also teach mainstream courses at Los Rios to which newcomer EL students will eventually transfer; such continuity supports the students' transition and ongoing progress. The teaching team has the same learning goals for newcomer EL students as they do for students who are native English speakers. Newcomer ELs engage in the same content and type of small group work that students in mainstream classes do; however, their teachers focus additional attention on the needs of high school students who are very new to the U.S. and are at the early stages of learning English as an additional language.

The types and levels of scaffolding that teachers provide are what distinguish the program. All of the teachers incorporate inquiry-based learning into their coursework with a heavy emphasis on collaboration and meaningful communication. Students engage in rigorous hands-on projects, using English to work together, write, and orally present to the entire class about their projects. Although there are many different primary languages in the classroom and English is the common language used to communicate, teachers encourage students who share the same primary language to speak with one another in that language, so they can more readily develop understanding as they conduct research about the content they are studying.

## Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten (cont.)

The teachers help students understand that they can transfer knowledge from their primary language to English, while also making clear that students will eventually need to use English to convey this knowledge. Teachers do not insist that students use perfect English; rather, they provide a supportive and safe learning environment that encourages students to take risks and use English meaningfully.

Teachers have seen students flourish as they engage in projects that provide numerous opportunities to use English meaningfully, develop sophisticated content knowledge, and be supported by peers. In her combined ninth- and tenth-grade integrated algebra class, Ms. Romero uses project-based learning to engage newcomer EL students with an essential question related to measuring length indirectly. For one project students make a scale model of the school building. To begin, Ms. Romero has students work in groups to generate at least one question that can become a mathematical problem related to their task. After much dialogue in small groups and with the whole class, she asks students which mathematical concept(s) their questions address. The students then go outside to measure the height of the school building and the things surrounding it, such as trees, using an inclinometer, which measures the angle of elevation, thereby permitting the students to determine the height indirectly. Ultimately, they make oral presentations and write about the concepts learned through the project. As students engage in this hands-on project, they are simultaneously developing the ability to communicate effectively in English using sophisticated math language, learning critical content knowledge, and collaborating with their peers in ways that prepare them for college, community, and careers.

In tenth-grade biology, the students learn about DNA. The science teacher, Mr. Lee, teaches the same biology content to his newcomer ELs as he does to his mainstream classes, but he constantly focuses on supporting his newcomer students' English language development by providing planned and just-in-time scaffolding. For example, Mr. Lee frequently *amplifies* the technical science vocabulary students need to understand and be able to use in order to fully engage with the content, as illustrated in the following example:

Mr. Lee: We need a good verb that means (using gestures) going into a cell and taking out the DNA.

Suri: Extract!

Mr. Lee: Extract! So, we extracted your DNA last week. This week we need to replicate, or copy, your DNA.

Using their smartphone dictionaries and thesauruses to delve into the new science vocabulary they are learning, Mr. Lee's students work in pairs using a template he has provided for recording information about the words:

| Word in English | Part of Speech | Word in My Language | Meaning |
|---|---|---|---|
| template | | | |
| replicate | | | |
| complimentary | | | |

When students are ready to transition to mainstream English classes, which all include integrated ELD, a *transition profile* is developed, and the school follows a systematic monitoring plan to ensure that they continue to progress. The students' transition into

## Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten (cont.)

mainstream coursework is carefully thought out, and clusters of newcomer students are placed in heterogeneous classes with native English speaking peers as well as other EL students. The newcomer EL program teachers co-sponsor an extracurricular international club that includes a peer network of native English speaking students and ELs. The native English speaking students in the club also serve as peer teaching assistants in the newcomer program, and many of them are in the classes that students transition into once they exit the intensive program. The teachers have found that intentionally finding ways for different groups of students to interact meaningfully creates bonds between students that may not arise in traditional mainstream courses.

Newcomer EL students receive credits toward graduation for the courses they take, and many graduate after four years of study, but for some students it may take a little longer in order to complete their graduation credits. Guidance counselors receive specialized professional learning to serve as mentors for supporting newcomer EL students' adjustment to school life, class scheduling, and college and career planning. The school's family liaisons provide support to the newcomer students and their families by acting as translators/interpreters, bringing qualified interpreters into conversations with parents when needed, and by referring parents to appropriate services in the community, such as refugee assistance centers or cultural and community organizations. In addition, Los Rios provides intensive and on-going professional learning for all teachers and counselors, including time to learn new approaches, practice and reflect on them, collaborate on unit and lesson planning, and observe one another teaching.

**Sources**

Adapted from

Short, Deborah J., and Beverly A. Boyson. 2012. *Helping Newcomer Students Succeed in Secondary Schools and Beyond.* Washington, DC: Center for Applied Linguistics.

Teaching Channel. "Deeper Learning Video Series: Deeper Learning for English Language Learners."

**Additional Information**

To see models of newcomer programs, visit the following Web sites:

- Center for Applied Linguistics - Secondary Newcomer Programs in the U.S. (http://webapp.cal.org/Newcomer/)
- Oakland International High School (http://www.oaklandinternational.org/)
- International Network for Public Schools (http://internationalsnps.org/international-high-schools)

## Snapshot 7.6. Reading Like a Scientist
## Integrated ELA/Literacy and ELD in Grade Twelve

At Mandela School for International Studies, twelfth-grade environmental science teacher Ms. Fontana supports her students to read science texts by scaffolding their ability to analyze the language in the texts in order to get at the meanings the language is conveying. The project-based unit in which the students are currently engaged addresses the health of the Los Angeles River. Students are currently reading the following text.

> **Water Quality**
> Environmental plans are underway to increase the Southland's use of this reclaimed water for landscaping and industrial uses, which would help reduce the county's dependence on imported water. Unfortunately, this would also reduce the amount of water flowing into the river. If the reclaimed water were to be diverted for other uses, the river channel would become drier than it is today. This proposed reduction in volume will, hopefully, proceed with care in order to ensure that the habitat now supported by the river does not unduly diminish.

Ms. Fontana explains to her students that the some of the science articles they will read during the unit are challenging and were written the way they were because of the way the discipline of science has evolved over the years. In science texts, students will find that a lot of information is packed tightly into long noun phrases, and technical vocabulary and abstract language are often used to convey complex ideas to an audience who is already familiar with the subject matter. In addition, passive voice and nominalizations are often used because the individual people who participated in actions are not relevant. Ms. Fontana will examine some of these linguistic features with her students over the course of the unit; today, she focuses on the long noun phrases.

Before she explores the language in the text with students, she places students in heterogeneous triads, taking into consideration students' particular learning needs. For example, she places an EL student at the Emerging level of English language proficiency in a group that has another EL student at the Bridging level who speaks the student's primary language so that the first student has a *language broker* who can translate or provide other types of linguistic support. She asks the triads to read the first page of the article together and to discuss the meanings they derive from the article. She also asks them to note any confusing vocabulary or passages and discuss what they think the words mean.

After the triads explore the text together, Ms. Fontana facilitates a conversation about the meanings the students made, and she begins a chart of vocabulary words and phrases that students found difficult, along with brief explanations of the terms, which the students themselves offer and Ms. Fontana clarifies. The students note that some of the longer chunks of text were confusing, and Ms. Fontana explains that these longer chunks are *noun phrases*, that is, phrases that contain a noun with a lot of information around it that is sometimes difficult to disentangle. Using the document camera, she underlines the noun phrases in the excerpt and asks students to do the same in their copy of the article. Next she writes some of the noun phrases in listform so that the students can see them better. She underlines the main noun (or the *head noun*) and asks students to discuss in their triads what additional information the words around the main noun are providing:

## Snapshot 7.6. Reading Like a Scientist
## Integrated ELA/Literacy and ELD in Grade Twelve (cont.)

- Environmental plans
- The county's dependence on imported water
- The amount of water flowing into the river
- The reclaimed water
- This proposed reduction in volume
- The habitat now supported by the river

Ms. Fontana then facilitates a discussion in which the students unpack the meanings in these noun phrases.

In addition, Ms. Fontana has noticed that sometimes her students find *reference* challenging, so she also points out that there are quite a few ways that the writer of this article refers the reader back to previous information in the text. For example the word *this* in the second sentence refers back to the entire first sentence. She circles the word and draws an arrow to what it is referring to. The use of the word *this* to refer to the whole idea in the first sentence, she points out, is one way the writer was able to pack a lot of information into a small amount of space.

At the end of the unit, students use the knowledge gained from their readings and Internet research to collaboratively design and produce documentaries about water quality in the Los Angeles River.

**Resources**

Los Angeles Department of Water and Power - Water Reclamation (http://wsoweb.ladwp.com/Aqueduct/historyoflaa/reclamation.htm)

Los Angeles River Revitalization (http://www.lariver.org/index.htm)

Los Angeles Department of Water and Power - Water Quality (https://www.ladwp.com/ladwp/faces/ladwp/aboutus/a-water/a-w-waterquality?_adf.ctrl-state=qq7f3t2e0_114_afrLoop=207807172192772)

Los Angeles River Water Quality ~~(http://thelariver.com/about/water-quality)~~ Note: content originally accessed September 2014 but link no longer active.

**CA CCSS for ELA/Literacy**: RST.11–12.4; SL.11–12.1; L.11–12.1b, 3, 4
**CA ELD Standards**: ELD.PI.11–12.1, 4, 6, 12a; ELD.PII.11–12.2, 4, 5

**Additional Information**

Examples of student documentaries:

- Alliance Environmental Science and Technology High School student-produced documentary: This is the LA River (http://www.esathigh.org/apps/news/show_news.jsp?REC_ID=250347&id=0)
- Los Angeles River Revitalization Project Vimeo (http://vimeo.com/38701379)

Fang, Zhihui, and Barbara Pace G. 2013. "Teaching With Challenging Texts in the Disciplines: Text Complexity and Close Reading." *Journal of Adolescent & Adult Literacy* 57 (2): 104–108.

Fang, Zhihui, and Mary J. Schleppegrell. 2010. "Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis." *Journal of Adolescent and Adult Literacy* 53 (7), 587–597.

## Snapshot 7.7. Paraphrasing Textual Evidence to Support Argumentative Writing Integrated ELA and ELD in Grade Eleven

Mrs. Ellis explicitly teaches the writing process in her eleventh-grade English class. One technique she teaches is paraphrasing--a basic move that can help students generate evidence needed for crafting a sophisticated, well-supported argument. Mrs. Ellis reminds her students that prewriting skills, such as paraphrasing, easily transfer between subject areas and writing tasks. Because her students have practiced paraphrasing before, Ms. Ellis approaches the lesson as a review.

To delve into this particular strategy, Mrs. Ellis uses a retired AP English Language prompt that asks students to chorally read with her a line from a Shakespearian play, *King Lear*, where King Lear's view of the relationship between wealth and justice can be deciphered.

Through tatter'd clothes small vices do appear;
Robes and furr'd gowns hide all. Plate sins with gold,
And the strong lance of justice hurtless breaks;
Arm it in rags, a pigmy's straw does pierce it.

Shakespeare, *King Lear*

Mrs. Ellis instructs the students to work in pairs to put King Lear's statement into their own words. The pairs work together to parse Shakespeare's language. As they attempt to determine what the text says, Mrs. Ellis circulates around the classroom to respond to their inquiries, ask probing questions, and observe how students are interacting with the text and with one another. After several minutes, Mrs. Ellis calls the class together and, using their input, she writes a paraphrase of King Lear's lines for all to see via a document camera. Working line by line, she calls on groups to contribute, working with them refining their paraphrasings ensuring precision and clarifying their understandings of the text's meaning as they go. Then she asks students to write the jointly constructed paraphrase projected by the document camera in their notebooks.

Once the class has agreed on *what* King Lear is saying—that the wealthy are treated more gently by the justice system than the poor—Mrs. Ellis instructs students to go back to working in pairs to brainstorm all the evidence they can think of from their discussions, readings, and personal experience to support or refute King Lear's claim. The task, she tells them, is to *defend*, *challenge*, or *qualify* King Lear's position. The brainstorm session is timed to help them get used to on-demand writing assignments, and Mrs. Ellis tells her class that each group's goal is to find 15 examples in three minutes. "At this point," Mrs. Ellis says, "all ideas are considered legitimate and worth capturing, so write fast and get going!" At the end of three minutes, Mrs. Ellis pulls the class together and again begins to work around the room, writing down as many examples as possible using the document camera. As she does, she encourages her students to record the ideas they hear their classmates share.

When ideas begin to repeat or are revoiced, the class goes back through the compiled evidence to discuss the details that will enable them to write fully developed paragraphs. The questions they use are: Which examples do we know the most about? Which could we say the most about? What is the best way to organize this information? What other prewriting strategies might help us get ready to write an argument?

The next day's lesson will continue with the writing process, focusing on how to craft a strong thesis statement.

## Snapshot 7.7. Paraphrasing Textual Evidence to Support Argumentative Writing Integrated ELA and ELD in Grade Eleven (cont.)

**Resource**

Shakespeare, William. 1623/1993. *The Tragedy of King Lear.* Folger Shakespeare Library. New York: Washington Square Press/Simon & Schuster.

**CA CCSS for ELA/Literacy**: RL.11–12.1, 4; W.11–12.1, 9

**CA ELD Standards**: ELD.PI.11–12.1, 6b

## Snapshot 7.8. *Invisible Man*: Cultivating Conversations About Literature ELA in Grade Twelve

The students in Ms. Oliver's twelfth-grade literature class are reading Ralph Ellison's 1952 novel *Invisible Man*. Ms. Oliver's goals are for students to understand the art, craft, and varied purposes of literature. She wants to help them recognize and discuss literary themes, conceptualize literature as commentary, attend to the narrative voice and its relationship to the authorial voice, and participate in literary inquiry by making evidence-based inferences and interpretations. For homework, the students have read an article conceptualizing six aspects of alienation. In small expert groups, each assigned a different chapter of the novel, students are now discussing quotes from their chapter that illustrate concepts about alienation reflected in the narrator's behavior, actions, or change over time. Students in expert groups are also generating questions to use when they reassemble in new jigsaw groups, in which each member of the new group will be an *expert* on the chapter they discussed at length in their original group, leading the discussion of the chapter they know well.

In the following excerpt from one group's discussion of chapter eight of the novel, the students are participating in a disciplinary discourse community that reads and discusses literature, cites evidence, incorporates ideas such as alienation and individual responsibility, considers theme and character development, and explores various functions of the novel, such as how it serves as social and cultural commentary and offers *lessons* to live by.

Steve: On page 164, a quarter of the way down, "Of course you couldn't speak that way in the South. The white folks wouldn't like it, and the Negroes would say that you were putting on. But here in the North I would slough off my southern ways of speech. Indeed, I would have one way of speaking in the North and another in the South." So this goes into like how he changes himself, to put it in terms of the article, he socially and culturally estranges himself and is thus alienated. 'Cause he changes his speech.

Christopher: It's like he is culturally estranged.

Julia: And socially.

Christopher: He's pretty smart, I think. His like language and stuff.

Julia: He's not unintelligent.

Steve: He's very unintelligent.

Christopher: You think he's unintelligent?

Julia: I think he's kind of naïve, but I don't think he's unintelligent.

Christopher: Intelligent, but naïve. Kind of drives me nuts.

Julia: But it's kind of hard to blame him, too. He gets so much conflicting advice.

Christopher: Yeah.

Steve: I have no pity for him, though, 'cause he has no sense of self.

Julia: That's something I wrote down, too. He calls himself "invisible man" but doesn't do anything about it. It's pretty clear he doesn't appreciate [being invisible], but he doesn't do anything about it.

**Snapshot 7.8. *Invisible Man*: Cultivating Conversations About Literature ELA in Grade Twelve (cont.)**

Christopher: It's kind of weird to think about, like why?

Julia: So a discussion question could be like, Why doesn't he do anything about his invisibility?

Christopher: So, do you guys think this book is more about society, or just him, or like blacks or something in this time period?

Maribel: I think it's supposed to be about society. That is why we are reading it in English. There's supposed to be a larger message.

Julia: I think that is an interesting question, though. Because even though it is supposed to be a commentary about society, he's very egocentric, for lack of a better word. He talks about himself and his own invisibility a lot, but he doesn't really seem to talk about if anybody else feels like that or if anybody else has the same situation.

Students return to scanning the text.

Maribel: On page 170 he says, "My doubts grew. Perhaps all was not well. I remained in my room all the next day. I grew conscious that I was afraid; more afraid here in my room than I had ever been in the South." He's like just sitting in his room scared of what's going to happen next. He's almost like a kid, you know.

Julia: That could be part of the commentary, though, that the black people can't properly be themselves and they're always confined to this childish behavior or whatnot because society has alienated them.

Steve: No, 'cause if you look at the other people, like Bledsoe, who's in a position of power, and he's black, so I don't think it's that.

Julia: Yeah, that's true.

Maribel: We need more discussion questions.

Christopher: Well. I kind of wrote down the questions we had, like, Why is he such a self-estranged dude?

Julia: Is the narrator being estranged, or is he estranging himself?

Christopher: Is it just me or is most of the books we read here supposed to teach us psychologically or something? I feel like each one has to sort of be like lessons.

Maribel: There's always a deeper meaning.

As students collaboratively converse, Ms. Oliver circulates around the room, noting in her journal which students are more or less engaged in discussions and jotting down any misconceptions she can clarify, as well as comments students make that she can highlight as examples students may want to use in their writing.

## Snapshot 7.8. *Invisible Man*: Cultivating Conversations About Literature ELA in Grade Twelve (cont.)

**Resource**

Ellison, Ralph. 1952. *Invisible Man.* New York: Random House.

**CA CCSS for ELA/Literacy:** RL.11–12.1, 3, 4; SL.11–12.1

**Source**

Adapted from

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, 2nd ed., 281–282. San Francisco, CA: Jossey-Bass.

## Snapshot 7.9. Why Vote?
## Integrated ELA/Literacy, History, and Civic Learning in Grade Twelve

Mr. Lee is teaching a unit that focuses on a compelling question: ***Why should anyone care about voting today?*** His students have studied the significant events surrounding the founding of the nation, the U.S. Constitution, and the philosophy realized in the Declaration of Independence's assertion that: "all men are created equal." Students have also read primary and secondary sources about the following: the women's rights movement in the era of Elizabeth Stanton and Susan B. Anthony that led to the passage of the Nineteenth Amendment, ratified in 1920; the series of events that ultimately led to the passage of the 1964 Civil Rights Act; and the Voting Rights Act of 1965.

In the next series of lessons, Mr. Lee's twelfth graders, many of whom are eighteen years old and eligible to register to vote, will develop a communications campaign that addresses why anyone should care about voting. In collaborative groups, they will create original media pieces, including fliers and commercials that promote interest and engagement in voting. They will also collaborate with the League of Women Voters and other civic/governmental agencies to organize and participate in service-learning activities (for example, voter registration drives, volunteering at polling booths).

As part of the process of creating and disseminating brochures to inform the parents and students in their community about election issues and agendas, the students are broken into small interest groups that will be responsible for developing written communication about a ballot measure they are personally drawn to. The students will review the measure provided by the Secretary of State or local registrar of voters and work together to discuss the following questions:

1. What issue does this measure address?
2. What is the measure proposing to do?
3. What are the arguments in favor of this measure? What evidence supports arguments in favor of it?
4. What are the arguments against the measure? What evidence supports arguments against it?
5. What questions do we still have about this measure?
6. Why should people care about this measure? Why should they care about voting for or against measures like this?

The students create a group record of their discussion and identify how strong the arguments for and against the measures are.

Once the students have delved deeply into one ballot measure and have engaged in an extended discussion about why anyone would care about voting for or against the measure, they use this experience to create a flier and a short media piece that encourages young people their age to think seriously about voting. Each group then works with another group to view and evaluate the media pieces and fliers (using a *required criteria checklist*) and provides suggestions for refinement and revision. Once the refinement process is over, the groups present their pieces to the class and proceed to connect with community organizations to pursue their service learning projects.

## Snapshot 7.9. Why Vote?
## Integrated ELA/Literacy, History, and Civic Learning in Grade Twelve (cont.)

**CA CCSS for ELA/Literacy:** RH.11–12.2, 6, 7, 9; WHST.11–12.2, 4, 6, 7; SL.11–12.1–6; L.11–12.1–3, 6

**Related CA History–Social Science Standard:**

11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and the election process.

**Additional Information**

Primary and secondary source documents, summaries, and other teaching materials can be found at the following:

- American Bar Association, Division for Public Education: http://www.americanbar.org/groups/public_education.html
- Constitutional Rights Foundation: http://crf-usa.org/
- Center for Civic Education: http://www.civiced.org/

Los Angeles County Office of Education. 2011. *Preparing Students for College, Career, and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Downey, CA: Los Angeles County Office of Education.

Los Angeles County Office of Education. 2003. *Education for Democracy: California Civic Education Scope and Sequence.* Downey, CA: Los Angeles County Office of Education.

## Snapshot 7.10. Debating Challenging Topics: Race, Religion, and Income Integrated ELA/Literacy, ELD, and Civics in Grade Twelve

Twelfth-grade English/history teacher, Ms. Durán, and her colleagues have been discussing ways to address contentious issues that frequently emerge during classroom discussions. Those who attend their urban high school are mostly students of color, many of them from immigrant families, and most experiencing poverty. The teachers' discussions have not always been comfortable; some of the challenging social issues students have brought up include racial stereotypes, religious differences, and income inequality. At times, the teachers have been unsure about how—or whether—to address students' questions and comments about these topics; however, through collaborative reading, in-depth professional learning, and many candid conversations, the teachers have come to feel that they can facilitate discussions about these issues in their classrooms in ways that promote students' critical thinking, academic literacy development, and understandings about social justice issues.

To focus on social justice and civil rights issues and to support their students' understanding that social justice transcends race, religion, gender, and even national borders, Ms. Durán and her colleagues collaboratively design a unit in which students debate questions such as the following:

- Should children of undocumented immigrants be granted in-state tuition?
- How should immigration to the U.S. be regulated?
- Should college admissions be determined by affirmative action?
- Should high schools have dress codes?

After discussing these questions in small groups, Ms. Durán places students in *debate teams*, strategically structuring the groupings of two to four to account for students' personalities, interests, and academic and social strengths. She shares the following guidelines with her students:

- All students research each issue.
- Each team debates only one issue during the unit.
- The debaters prepare a six-minute argument, which they deliver from a podium, and then respond to questions afterward.
- Each team member takes part in either delivering the argument, answering questions, or making counter-arguments.
- Non-debaters ask the debaters questions.
- Each team provides a short rebuttal and summation.

The culminating assignment for the unit is a written argument that on an issue that students did not debate thereby giving students an opportunity to transfer what they are learning about argument to a new topic.

The teachers have found that this format provides students with a safe, structured, and scholarly way to engage in civil debate: students who may be reluctant to speak about challenging issues (such as race, religion, poverty, immigration, etc.) need to learn how to do it in a way that is convincing yet not inflammatory. Importantly, they have also found that debating these issues verbally first often results in stronger argumentative writing.

## Snapshot 7.10. Debating Challenging Topics: Race, Religion, and Income Integrated ELA/Literacy, ELD, and Civics in Grade Twelve (cont.)

**CA CCSS for ELA/Literacy:** RI-RH.11–12.7, 8; W.11–12.1; W-WHST.11–12.7, 8; SL.11–12.1, 3, 4b; L.11–12.3, 6
**CA ELD Standards (Bridging):** ELD.PI.11–12.2, 9, 10, 11a

**Additional Information**

Haney-López, Ian F. 2008. "Debating Racially Charged Topics." In *Everyday Antiracism: Getting Real About School,* edited by Mica Pollock, 242–245. New York: The New Press.

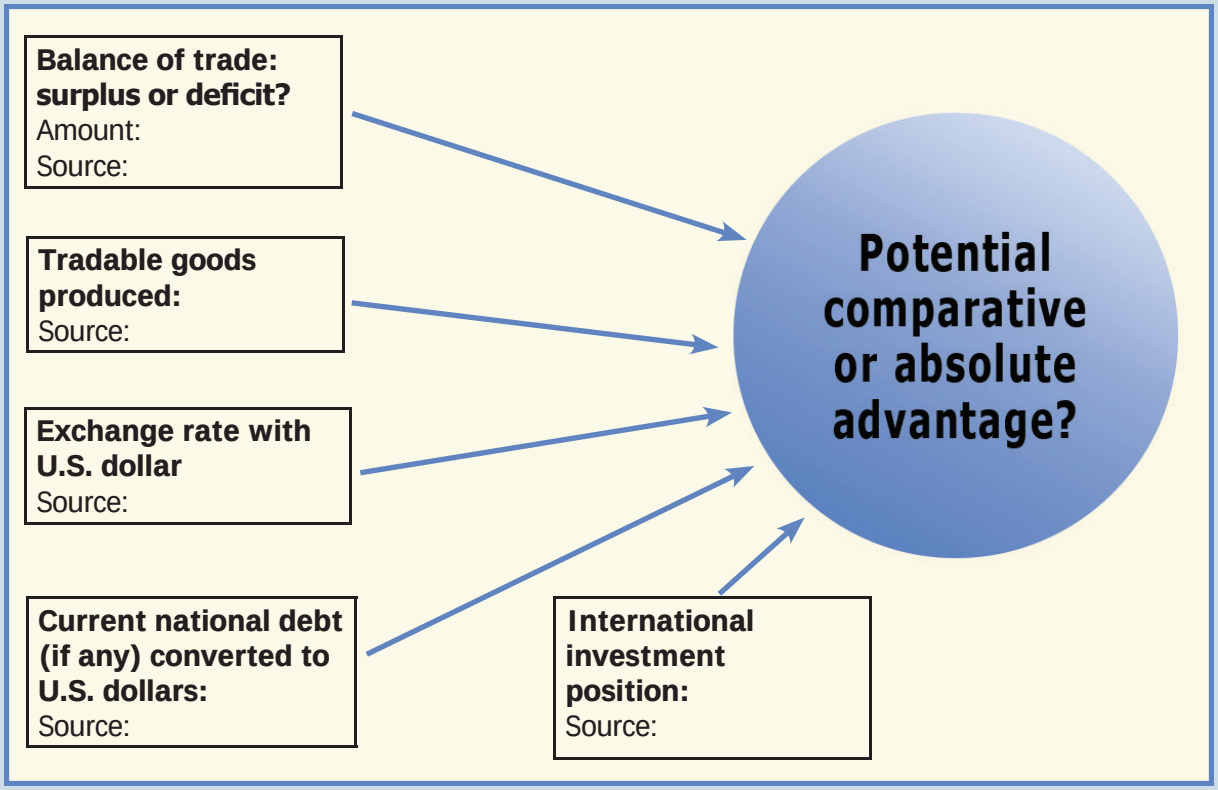
Duncan-Andrade, Jeffrey M. R., and Ernest Morrell. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools.* New York: Peter Lang.

## Snapshot 7.11. Using a Graphic Organizer
## Integrated ELA/Literacy and Economics in Grade Twelve

Before beginning a unit on International Trade, Mr. Toft consulted the ELA teacher, Ms. Kingham, about how he could best assist his students in learning not only the meaning of the words in the unit, but also the concepts, such as when trade imbalances can be problematic and why. Ms. Kingham shared some of the graphic organizers she uses when teaching students to identify connections between individuals, ideas, and/or events. Mr. Toft selected a graphic organizer that he thought would be effective for his purposes.

The unit title, International Trade, is at the top of the whiteboard in Mr. Toft's senior economics class. There is also a list of items under a header that says, "What We Know About International Trade." Mr. Toft tells the class, "Okay, you are doing a great job telling me what you have learned about the U.S. economy and how what happens in Greece or China, for example, can have a big impact on the U.S. financial system. Now, we want to go a little bit deeper to examine when trade imbalances can be problematic and when they are not. We don't want to know only how to define terms like *comparative advantage* and *absolute advantage*, but also why they occur, how they contribute to or are impacted by exchange rates, the national debt, and a country's international investment position." As Mr. Toft is speaking, he points to some of the terms on the board: *balance of trade*, *comparative advantage*, *absolute advantage*, *exchange rate*, *national debt*, *international investment position*.

Mr. Toft divides the class into small groups of three or four students and gives each team two items: a 5 x 7 note card with the name of a country written on it, and a graphic organizer.



## Snapshot 7.11. Using a Graphic Organizer Integrated ELA/Literacy and Economics in Grade Twelve (cont.)

He explains the task: "As a team, you're going to conduct an Internet search about the country you see printed on your note card. That country is a U.S. trading partner, and the graphic organizer is going to help you focus the information you need to make a decision about the economic benefits and/or problems of the U.S. conducting international trade with that country. You can divide up the categories of information among the members of your team. Someone needs to research whether the U.S. has a trading deficit or surplus with the country. For all responses, be sure to provide the figures that will support your answer about the balance of trade and the source of that information. Someone else can research the tradable goods that the country imports from or exports to the U.S. A third team member can find the exchange rate of the country's currency with the U.S. dollar as well as the amount of the country's national debt. Be sure to convert the country's currency into U.S. dollars, even if the debt is zero dollars. If you have a fourth team member, that person will research the country's international investment position. You remember how we looked at that for the United States already, so you can use your notes to help you. If you do not have a fourth team member, the team will work on that part together. When everyone is done, we'll talk about how the team can evaluate all that information to determine whether your group's assigned country or the U.S. has a possible comparative or absolute advantage with the particular tradable goods."

As the groups begin to divide up the work, Mr. Toft circulates around the room, monitors student discussion, and responds to any questions students may have.

**CA CCSS for ELA/Literacy:** RH.11–12.2, 7, 10; WHST.11–12.7, 9; SL.11–12.1; L.11–12.4

**Related CA History–Social Science Standards/Principles of Economics:**

12.2 Students analyze the elements of America's market economy in a global setting.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

**Source**

Kosanovich, Marcia L., and Debra H. Miller. 2010. "Scenario F." *Eight Scenarios Illustrating the Adolescent Literacy Walk-through for Principals*, 20–22. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

## Snapshot 7.12. Understanding War-Making Powers
## Integrated ELA/Literacy and History–Social Science/Civics in Grade Twelve

In Mr. Jackson's twelfth-grade government class, students have been discussing the power of the executive branch, and, in particular, the war-making powers of the presidency. Today, the students will first review the president's Commander in Chief powers outlined in the Constitution. With knowledge of that constitutional authority as a foundation for their investigations, students will then consider the war-making power exercised by American presidents during the Vietnam War. In addition to the Constitution, students will review both the *Gulf of Tonkin Resolution* and *War Powers Act* to develop their own answer to the following question:

**How did the President's war making powers evolve over the course of the Vietnam War?**

After Mr. Jackson reminds his students that the power to declare, make, and fund a war is a shared responsibility between the executive and legislative branches of the government, as outlined in the Constitution, the students consider an excerpt from *Article II, Section 2* of the *U.S. Constitution*. As students read, they focus on the verbs and nouns in the passage to help answer the focus question for the passage: *How does the Constitution define the President's powers in matters of war?* Next, the students read and then deconstruct an excerpt from *Article I* of the *U.S. Constitution* to respond to a second question: *How does the Constitution define Congressional power in matters of war?*

With a grounding in the relevant Constitutional authority for war-making, the students then turn to three primary sources from the Vietnam War era: *The Tonkin Gulf Resolution*, *The Legality of United States Participation in the Defense of Vietnam* (Department of State), and *The War Powers Act.* Each document includes support strategies to foster student understanding of complex and dense text. For example, with the *Tonkin Gulf Resolution*, students use a graphic organizer to understand the construction of the argument for military intervention and the necessity for executive action. In *The Legality of United States Participation in the Defense of Vietnam*, the students consider the use of reference devices (or ways of referring readers backward or forward in a text) to break down abstract and complex text.

After completing their individual analyses of each primary source, students compare their findings by considering how each document defined executive war-making powers in order to turn once again to their initial focus question: How did the President's war making powers evolve over the course of the Vietnam War? Then, using evidence gleaned from the primary sources to inform and substantiate their claims and refute counterclaims, students work together in small groups to write the first draft of an argumentative essay responding to the focus question.

**Resources**

*Tonkin Gulf Resolution*; Public Law 88–408, 88th Congress, August 7, 1964; General Records of the United States Government; Record Group 11; National Archives.

*The Legality of United States Participation in the Defense of Viet-Nam*, March 4, 1966. Legal Memorandum prepared by Leonard C. Meeker, Legal Adviser of the Department of State; submitted to the Senate Committee on Foreign Relations on March 8, 1966.

## Snapshot 7.12. Understanding War-making Powers Integrated ELA/Literacy and History–Social Science/Civics in Grade Twelve (cont.)

**CA CCSS for ELA/Literacy:** RH.11–12.1, 7, 9

**Related CA History–Social Science Standards:**

11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

12.4.4 Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

**Source**

Adapted from

Rentz, Jenna, and Bryan Shaw. "The Power of the Presidency." *Teaching Democracy.* A Partnership of Cal Humanities and the California History–Social Science Project.

## Snapshot 8.1. Formative Assessment in Grade Five

Fifth graders are working on the following CA CCSS for ELA/Literacy: (a) applying the reading standard for informational text: *explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which particular points* (RI.5.8); (b) the writing standard: *produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience* (W.5.4); and (c) the language standard: *vocabulary use* (L.5.4-6), particularly transition words to help their writing flow logically. Students are writing an argument to encourage their readers to take more care of the natural environment. In their reading instruction, they analyzed a text to identify the location of *arguments*, *counterarguments*, and supporting *evidence*. In their writing, they are learning how to organize their arguments effectively.

While the students are involved in the independent writing part of the lesson, Ms. Hatwal sits with Bobby to discuss his writing progress. She has a ring binder open to a page with these headings at the top: *Child's Name/Date, Research Compliment, Teaching Point,* and *What's Next for this Child?* Further down the page is a self-adhesive note that lists five students' names, including Bobby's. She plans to meet with each of them during today's writing session.

Ms. Hatwal's initial purpose with Bobby is to follow up on feedback she provided him two days ago based on evidence she elicited from an interaction with him; in that interaction she determined that he needed to provide stronger sources of evidence to support his argument. On this occasion, she wants to see how he has used her prior feedback:

Ms. Hatwal: You're working on evidence? Tell me about it.

Bobby: I found good information in the book of the Environmental Protection Agency and on the Internet.

Ms. Hatwal: And what do you think about what you found so far? Do you think that it supports your argument?

Bobby: I guess . . . .

At this point, Ms. Hatwal reminds Bobby that the purpose of the evidence is to support his argument. She explains the meaning of "supporting an argument" in a way that is understandable to a fifth grader, by telling him: *You have to prove it with what is in the text or the readers may not believe you*. She asks him to read his argument aloud. Having established that the focus of his argument is to "stop dumping in the ocean because all the beautiful animals we see are going to start vanishing,"

Ms. Hatwal: So, what evidence did you find to support that claim—that all the animals will die if we don't stop dumping? What evidence did you find that will help you to strengthen that argument, or prove it to your readers?

Ms. Hatwal then helps Bobby recognize which of the information he has located is from a reliable source and is effective in supporting his argument. Satisfied that Bobby can move forward on his own to incorporate his evidence, she then asks him to review the organization of his argument and to let her know where he will place the evidence. When Bobby does this, it is evident to Ms. Hatwal that he has some confusion about the overall structure and that his writing needs to be reorganized. This is a moment in the interaction when she targets a teaching point for him. She reviews the organization with him and writes the organizational elements on a self-adhesive note and includes specific instructional support, such as putting the evidence in order to help the flow or adding transitional sentences.

**Snapshot 8.1. Formative Assessment in Grade Five (cont.)**

Throughout this interaction, Ms. Hatwal makes notes in her ring-binder file. Under *Research Compliment* she writes that Bobby recognizes the reliability of his source. In the section labeled *Teaching Point* she writes that she explained how evidence supported his argument. Under the heading *What's Next for this Child?* she writes "organization and transitional sentences," noting that Bobby has problems organizing his writing to effectively convey his argument to the reader. By gathering evidence in the course of this interaction, Ms. Hatwal is able to match her teaching points to the individual student's needs. Additionally, after several interactions of this kind, she finds that there are common needs among several students and decides to pull them together for a mini-lesson.

## Snapshot 8.2. Formative Assessment in Grade Two

In a second-grade classroom that includes native English speaking children and children who are ELs, the children have been working on retelling folktales they have read together in class to convey the central message of the tale (RL.2.2). The EL children, in particular, have been working on using the past tense to indicate that the tales happened in the past (ELD. PII.2.3). In this lesson students are engaged in small group work, and during this time the teacher, Mr. Elfert, selects groups of three students to recount one of the folktales the class has read that week. In this situation, he wants to give each student sustained opportunities to use language while he and the others in the group listen. He asks the first student to begin, then after a while asks the second child to carry on and so forth. When the students have completed the retelling, Mr. Elfert asks them to say what they think the main message of the story is. Each child offers an opinion and a discussion follows about whether there is agreement on the main message. From the activity, Mr. Elfert has evidence that one student uses the past tense consistently and mostly with accuracy, while the other two do not. Two of the children are able to convey the message of the text, but another has not grasped it. After his discussion with the group, he makes quick notes about each student and briefly records his thoughts about subsequent instruction. He repeats this process with one additional group before the small group work time is over, and he plans more opportunities during the week to assess other small groups in the same way.

## Snapshot 8.3. Formative Assessment with Secondary EL Newcomers

In a secondary designated English Language Development (ELD) class, with newcomers whose experience in the U.S. ranges from three months to one year, Mrs. Rogers-Tsai works collaboratively with the science teacher, Miss Goodwin, to create a five-week unit on animal behavior with the purpose of guiding students through a deep exploration of the content through the language resources used to convey meaning. The two teachers have agreed that during science instruction, Miss Goodwin will provide appropriate and strategic support so EL students can fully participate in the science activities, gain understanding from the science textbook, and engage in collaborative discussions about the text and content. This strategic support includes using graphic organizers, providing increased opportunities for the students to discuss their ideas in small groups or pairs, and primary language support, including drawing attention to cognates and using texts in students' primary languages.

Mrs. Rogers-Tsai has agreed to analyze the science textbook and the activities the science teacher has designed in order to identify the language demands they present and then address the language demands more intensively during designated ELD instruction. This is the third class of the first week on the unit. Having formulated questions they would like to explore around the science topic, students perused a variety of texts on the topic to identify meanings and charted language (including phrasing and general academic and domain-specific vocabulary) they think is critical for conveying their understandings of the topic. They now work in pairs to collaboratively write a description about what they have learned so far about one aspect of animal behavior, using as much of the language they have charted as they can. The pairs write their description drafts on large sheets of paper, which they read to the class. Their peers are invited to ask questions and make comments. When one pair shares their description about animals and language, an animated conversation develops on whether animals have language. Julio explains the thinking that went into the description that caused the lively discussion.

Julio: First of all, I think that language is a way to *inform* others around you, your feelings or just a simple thing that you want to let know people what is the deal. And it can be *expressed* by saying it, watching a picture, or hearing it, you know what I'm saying? I don't know if you have heard about the kangaroo rat that stamps its feet to *communicate* with other rats. It's really funny cause we humans have more *characteristics* to *communicate* to each other, but we still have problems to understand other people. Characteristics like sound, grammar, pitch, and body language are some of them, while the rat only uses the foot (he stamps the ground).

Mrs. Rogers-Tsai, who has been recording in her notebook the language students use in the conversation, notes that Julio is using some of the academic language from the class chart in both his writing and speaking and has, more importantly, done an effective job of conveying his understanding of the information from his research and persuading his peers with evidence. Mrs. Rogers-Tsai decides to examine more closely the students' written descriptions, as well as the language they use in their conversations, in order to make decisions about what language features of the science texts to focus on as she progresses in the unit. She also plans to make a copy of her notes to share with Miss Goodwin when they meet later that week during collaboration time.

## Snapshot 8.4. End-of-Unit (Medium-Cycle) Assessment in Grade Seven

In a seventh-grade classroom with native English speakers, recently reclassified ELs, and a group of ELs who are at the Expanding and Bridging levels of English language proficiency, Ms. Lambros has engaged students in a five week unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts. This unit addresses multiple CA CCSS for ELA/Literacy and CA ELD standards simultaneously and has four primary goals: (1) students read and analyze complex texts; (2) students identify and use evidence from informational texts in their written and oral work; (3) students participate in disciplinary practices highlighting language, purpose, and responsiveness to audience; and (4) students acquire history/social studies knowledge through content rich nonfiction.

During the course of the unit, with intentional and strategic scaffolding by Ms. Lambros and considerable involvement in collaborative groups, students engage in close reading, collaborative discussions, and analysis of the text organization, grammatical structures, and vocabulary of persuasive texts on relevant topics. In the final part of the unit, the students analyze the video, "The Girl Who Silenced the World for Five Minutes," compare and contrast persuasive techniques in the video to one of the texts they read, and produce a persuasive text of their own. The students' analyses of the video and written work serve as the summative assessment for the unit. Using the students' work, the teacher is able to make a determination about students' understanding of the purpose, organization, and structure of persuasive texts and their ability to use various language resources (including vocabulary, complex grammatical structures, connecting words and phrases) to write a coherent and cohesive persuasive piece for a public audience.

After reviewing students' responses, Ms. Lambros concludes that the students have made good progress toward meeting the goals of the unit, especially in regard to their understanding of persuasive techniques in different contexts (i.e., video and text). Examining her EL students' writing more closely, however, she notices that most of their writing is characterized by spoken, everyday language. In other words, their written arguments are not making use of connecting words and phrases (e.g., *for example*, *therefore*, *consequently*) to create cohesion, nor are they using many complex sentences to connect ideas and create relationships between them (e.g., *Even though governments are taking action*, it is not happening fast enough). This analysis of her students' writing informs Ms. Lambros's planning of subsequent lessons. She begins designing lessons in which she will show examples of cohesion and complex sentences that connect ideas, model how to *unpack* the meaning in the texts, collaboratively construct similar writing with the students, and provide students with guided practice in writing related to the unit topic. She also plans to draw her students' attention to various examples of persuasive language used in arguments and to observe how her students incorporated them into their own writing in upcoming units. In addition, she makes a note to address these linguistic features directly when she teaches the unit the following year.

**Resources**

Adapted from

Understanding Language. 2013. *Instructional Unit: Persuasion Across Time and Space.* Palo Alto, CA: Stanford University.

Video: *The Girl Who Silenced the World for 5 Minutes* (available at a number of sites, including www.youtube.com).

## Snapshot 8.5. Interim (Medium-Cycle) Assessment in Grade One

All incoming first graders in a school are assessed at the beginning of the school year on the foundational skills of the CA CCSS for ELA/Literacy, specifically, print concepts, phonological awareness, phonics and word recognition, and fluency. Results from their end-of-year kindergarten assessment are used to determine which sections of the assessment are administered. For example, if a student's results indicate strong performance on a measure of print concepts, that part of the assessment is skipped, although close observations are made during class to confirm the previous year's assessments. The first-grade teachers find the results from the beginning-of-the-year assessment to be a useful starting point for their instructional planning, particularly because students may have either lost or made up ground during the summer. In addition, the teachers assess, or obtain help to assess, the primary language foundational literacy skills of their ELs who are new to the school and use this information for instructional decision-making.

After these initial assessments and implementation of appropriately designed instruction, students are administered interim foundational skills assessments every six weeks to determine progress. While the teachers regularly use formative assessment practices during their instruction to gather evidence of students' skill development and to adjust instruction accordingly, they use the results of the interim assessments to gauge the overall progress of individuals and the class as a whole, and to provide information regarding needed improvements in their teaching to ensure greater progress. The teachers also use the results as a means to evaluate and corroborate their own judgments about students' skill development in the period between the interim assessments' administration.

## Snapshot 8.6. Long-Cycle Assessment in Grade Eight

Just before the new school year starts, eighth-grade English teacher Ms. Flora and her eighth-grade colleagues examine their incoming students' seventh-grade summative ELA assessment results to anticipate their students' learning needs. At the same time, they examine the prior year's CELDT results for their incoming EL students, some of whom have been in U.S. schools for only a couple of years and others for many years, as well as available data about their literacy proficiency in their primary language. The teachers want to make sure that they use all available information to design appropriately differentiated instruction for their students.

Last year's results suggest students may need considerable support in several areas, including close and analytic reading skills with respect to literature and informational text and writing effective arguments. To address weaknesses evident in the seventh-grade summative assessment results, Ms. Flora pays particular attention to the grade eight literature standards: (1) Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn for the text (RI.7.1), and (2) Compare and contrast the structure of two or more texts and analyze how the differing structures of each text contribute to its meaning and style (RL.8.5). She focuses on the parallel standards for informational text as well. In addition, to address the weaknesses evident in the seventh-grade writing results, she works with her students extensively on the following standard: Write arguments to support claims with clear reasons and relevant evidence (W.6–8.1).

When she examines her students' eighth-grade ELA summative assessment results at the end of the year, the first question she considers is whether her students met the standards she identified as in need of considerable instructional attention. She is pleased to note that *most* students achieved proficiency on the targeted reading and writing standards. She is satisfied with the overall results and feels that the instructional focus that she and her colleagues identified for the year yielded positive results. However, some students did not meet the proficient levels on the state assessment, so she plans to follow up with her colleagues to examine the data to determine if there are students in other classes who did not achieve the standards. She also plans to closely view the data to see where specific areas of need lie and whether the results of summative assessment are consistent with what she observed through formative assessment and interim assessments. For her EL students, she plans to view EL students' results in light of their eighth-grade summative CELDT assessment results and note any relevant findings. This information provides evidence to help guide any changes in her instruction for next year's eighth graders. She also knows that her careful analyses will be valuable information to pass on to the ninth-grade teachers.

## Snapshot 8.7. Student Involvement in Assessment in Grade Four

Miss Nieto, a fourth-grade teacher, has a discussion with each of her students about their reading scores from an interim assessment. In her meeting with Henry, she notes that he has done well on the items related to using explicit details about the text and summarizing central ideas and is on track to meet the associated standards. She also discusses with Henry that his scores indicate that he is not as strong in using supporting evidence to justify or interpret how information is presented. Miss Nieto and Henry have a conversation about why he thinks he scored lower on these items. He tells her that he thinks he is beginning to better understand how to use evidence for justification but it continues to be difficult for him. She suggests that this should be something he consciously focuses on improving between now and the next interim assessment, and she provides some ideas to support his learning.

## Snapshot 8.8. Teacher Feedback in Grade One

Kathleen, a first grader, is preparing to read aloud to her teacher. Before she begins, Mr. Silverstein reminds her to think about the reading strategies they have been using. The text states: *Fish swim in the river*. Kathleen, reading very slowly, says: *Fish . . . swim . . . in . . . the . . . water. No. That's not water. It doesn't begin with 'w.' R* (says letter name) *r* (letter sound) *. . . i . . . v . . . River! Fish swim in the river.* Mr. Silverstein provides feedback after Kathleen finishes reading the sentence: *You did a very good job of using your decoding strategies to read the text accurately. Let's keep on reading and while you are reading think about whether what you are reading makes sense. It needs to! Also think about whether what you are seeing (that is, the letters and letter combinations) matches with what you are reading. You did that when you noticed that water could not be the right word. Water made sense, but the letters indicated a different, equally sensible word: river.*

## Snapshot 8.9. Peer Feedback in Grade Three

In a third-grade class students are focusing on Speaking and Listening Standard 3.4, one of several that emphasize *presentation of knowledge and ideas*. Their learning goal is to write an informative speech to present to the class about a topic of interest to them. The criteria they need to bear in mind when writing their speeches include the following:

- Introduce your topic in a way that engages your audience.
- Put your ideas in a logical sequence.
- Make an impact on your audience with your ending.

Once students create an initial draft, they exchange their papers with a partner. Then students provide each other with feedback. One student's feedback to her partner is: *I liked how you started your speech with a question . . . that's a good way of getting your audience's attention. I think your ideas are logical. I think it would be a better impact at the end of your speech if you go back to your question and maybe finish with a sentence that tells how you answered the question.*

## Snapshot 9.1. Advanced Learners Collaborate to Interpret Literary Text in Grade Six

Mrs. Bee's grade-six class has been reading *The Giver* by Lois Lowry. Students are writing essays and creating group presentations based on the Ceremony of Twelve. The advanced learners in Mrs. Bee's class research other rite of passage ceremonies around the world and incorporate elements of their research into their presentation. Using the depth and complexity concept of rules (Sandra Kaplan Depth and Complexity icons), the students justify their choice of rite of passage elements from other cultures and explain their relevance to the themes in *The Giver.* The five advanced students in Mrs. Bee's class meet as a literature circle as part of their independent work contract with Mrs. Bee. The group reviews the rules of respect (making sure everyone has the same understanding), participation (everyone actively shares), time (stay on task), and preparation (completing the reading and having questions and/or comments ready) contained within their independent work contract. Each person in the group has a role to fulfill before coming into the literature circle based on the required chapter reading:

- *Facilitator*: Facilitates the discussion, asks the questions and makes sure everyone participates, keeps everyone on task, reviews the group rules, notes any unanswered questions, is the only person from the group allowed to approach the teacher for clarification, and closes the discussion. This member also identifies any details of the character(s), setting, plot, conflict, or events to discuss.
- *Illustrator*: Identifies the 'big picture' that the author is trying to create. The illustrator also identifies specific quotes and creates an image based on the quote for the group, identifies other familiar images based on character(s), setting, or conflict, and assists other group members with comprehension through quick sketches, photos, or clip art.
- *Connector*: Looks for real-world connections in the story to other stories and/or characters, historical events, or personal experiences. Identifies what is realistic in the story or what possible historical people and/or events may have influenced the author.
- *Character Sleuth*: Keeps track of one main character in the story. Identifies their strengths, weaknesses, thoughts, feelings, motives, etc. Identifies how the character changes over time and what events in the story force this change to happen.
- *Linguist*: Identifies figurative language in context and defines the literal meaning for: theme, character(s), setting, and how this enhances the telling of the story. Identifies any unknown words and definitions. Identifies specific quotes and explains why the author used literary devices.

Today, the *Facilitator* begins the group's discussion about the Ceremony of Twelve. The *Illustrator* and the *Connector* have joined forces to work cooperatively to ensure the rest of the group understands the rites of passage in other cultures, both past and present. The *Character Sleuth* proposes a theory regarding the main character and the Ceremony of Twelve. He/she prepares for the group meeting by placing sticky notes next to sections of the text that support his/her theory. The *Linguist* identifies specific figurative language that can be used in the group's presentation. The group decides to do the following:

- **Categorize** (basic thinking skill) using rules to organize things that share characteristics
- **Note Patterns** (differentiate content – depth) identifying recurring elements or repeated factors

## Snapshot 9.1. Advanced Learners Collaborate to Interpret Literary Text in Grade Six (cont.)

- **Use Media** (research skills – resources) searching contemporary and historical archives online
- **Make a Photo Essay** (product) printing and displaying a collection of pictures on a poster with a drawing of the Ceremony of Twelve in the center
- **Conduct a Panel Discussion** (product) organizing an oral presentation to debate dilemmas or controversies involved with these rites of passage (ethics)

They work together to prepare their presentation.

**Resources**

Adapted from

Kaplan, Sandra, Bette Gould, and Victoria Siegel. 1995. *The Flip Book: A Quick and Easy Method for Developing Differentiated Learning Experiences*. Calabasas, CA: Educator to Educator.

Lowry, Lois. 2002. *The Giver.* New York: Random House.

**CA CCSS for ELA/Literacy**: RL.6.1–4; SL.6.1

**Related CA Model School Library Standard:**

6-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.

## Snapshot 9.2. Differentiated Instruction in a Co-Taught Language Arts Class in Grade Nine

Ms. Williams, a general education language arts teacher, and Ms. Malouf, a special education teacher, co-teach a ninth-grade English class of 36 students, nine of whom are students receiving specially designed instruction to support Individualized Education Program (IEP) goals for reading comprehension and written expression. The class is studying the literature of Edgar Allan Poe and supplementary informational documents.

After being introduced to Poe's life and reading selected poems and short stories, students are grouped strategically and assigned one of three grade-level informational texts addressing different theories of Poe's cause of death. These texts will be the basis of their summative assessment, an argumentative essay, at the conclusion of the unit.

As routinely practiced, the co-teachers carefully plan the groupings to ensure that membership changes frequently to ensure that all students have the opportunity to move across learning groups that best correspond to the instructional purpose and students' instructional skills, interests, and needs. In addition, Ms. Williams and Ms. Malouf switch their instructional roles to share responsibility for teaching all students. They ensure that accommodations are provided as identified by the IEPs for students with disabilities. In their classroom, two students are provided digitized text and specialized software to access the text with auditory supports and visual enhancements while a third student uses a portable word processor with grammar and spell check software to take notes and complete written assignments.

For today's lesson, the students are grouped according to the level of scaffolding and differentiated instruction needed to comprehend the text; the learning objective for all students is to evaluate the three theories. One set of students is given a text and provided instructions on using engagement structures while working on their assignment. These students work collaboratively in small groups of three to four to identify and annotate claims and supporting textual evidence and explain how the evidence supports the author's claim. The students are provided with elaboration stems as well as sentence starters to help support their meaningful engagement in listening and speaking.

Two additional sets of students need direct teacher support to navigate, comprehend, and respond to the text. Each group is provided one of the two remaining texts and works together with direct support from either Ms. Williams or Ms. Malouf to complete the same assignment as the first set of students, focusing specifically on claims and supporting evidence. They are also provided with elaboration stems and sentence starters. The teachers differentiate instruction by reading and thinking aloud while providing additional visual supports by displaying, highlighting, and chunking the text using document cameras. All three groups are held to the same rigorous expectations and standards. Ms. Williams and Ms. Malouf take turns monitoring the small groups periodically throughout the instructional period.

After all students have completed the task, each group of students presents its claims and evidence. As each group presents, the students add necessary facts and details as information is being shared, read, or discussed on a graphic organizer designed by the teachers to help students interpret the incoming information. The students will continue to complete their organizers after they receive the other two texts to annotate.

## Snapshot 9.2. Differentiated Instruction in a Co-Taught Language Arts Class in Grade Nine (cont.)

At the end of class, students complete an Exit Slip responding to a writing prompt about the author's claims and support for those claims. In this way, Ms. Williams and Ms. Malouf are able to formatively assess how accurately students can independently express the authors' claims and support for those claims. The Exit Slip provides an informal measure of the students' understanding, allowing the teachers to adapt and differentiate their planning and instruction for the following lesson. At the end of the unit, students will write an argumentative essay using their completed graphic organizers as well as copies of all three texts.

Some of the students in this class are also enrolled in an English 9 supplemental support class taught by Ms. Malouf after school. This companion class is designed to provide additional time and support to help students learn the content of the core English course and build specific literacy skills. The lower teacher-to-student ratio in the support class allows for targeted direct instruction based on student needs so that students accelerate their progress in achieving grade-level standards. In addition, Ms. Malouf previews and reinforces lessons and skills from the English 9 course and provides additional scaffolds as needed, gradually removing them as students gain skills.

**CA CCSS for ELA/Literacy:** RL.9.10; RI.9.1–3, 5, 10; W.9.1, 4; W.9.9b; SL.9.1, 4

## Snapshot 9.3. Direct Instruction of Metaphors with Students Who Have a Learning Disability and Those Experiencing Difficulty in ELA in Grade Four

Mr. Fajardo's fourth-grade class consists of several students with learning disabilities, and nearly half the class is achieving below grade level in reading and writing. He knows that his students require explicit, carefully sequenced instruction along with ample practice and immediate feedback in order to achieve lesson objectives. Employing a direct instruction model of teaching (see chapter 2 of this *ELA/ELD Framework*), he begins a lesson on verbs as metaphors by reminding the students of a book he and the class recently enjoyed. He opens the book and reads aloud a metaphor he had tagged. He indicates pleasure with the author's language, drawing attention to the figurative language: *Listen to that! Madeleine L'Engle writes, 'The moon ripped through' the clouds! What a terrific image—almost violent! That matches the setting. It was a stormy night.* He states that the objective of the current lesson is that the students will be able to identify this type of metaphor. He reminds them that they already know about nouns as metaphors. At the conclusion of today's lesson, they will be able to define verb metaphors and determine whether a statement contains a metaphorical use of a verb. Mr. Fajardo explains that this is important because metaphors of several kinds are commonly used in oral and written text—as well as in popular culture, such as songs and raps—and are a powerful way to convey ideas. Understanding how to analyze the figurative language helps readers to better understand the meanings in texts.

Mr. Fajardo then provides his students with a definition of the concept, written on a chart, and he returns to the example he shared at the opening of the lesson. He writes the metaphor on the same chart and notes explicitly how it meets the definition. He provides a number of additional examples, including *He shot down my idea* and *My heart filled with joy* and writes them on the chart, too. He contrasts them with sentences that do not contain metaphorical use of verbs. Mr. Fajardo then uses a document camera to reveal, one at a time, eight statements. When he reads each one aloud, the students use their personal red and green cards, with which they have had ample practice in other lessons, to indicate whether or not the statement being displayed contains a verb used as a metaphor. They hold up the green card if it does and the red card if it does not. Mr. Fajardo closely observes students' responses, checking for understanding, and provides additional explanation to the group as appropriate.

Then, students are given time to practice with a peer. Each pair is provided a set of sentence strips. Some sentences include verb metaphors; others do not. The student pairs sort the strips into two groups while Mr. Fajardo circulates and provides assistance as necessary, all the while encouraging the students to explain their thinking to one another and decide collaboratively whether the examples contain verb metaphors. When the students have completed the sorting, they briefly discuss each sentence again and identify and highlight the verb metaphor. Mr. Fajardo reconvenes the class and posts the sentences with verb metaphors on the chart so that now there are many examples for students to refer to as models for their own writing. He summarizes the lesson and restates the objective. For independent practice, the students record any verb metaphors they find in the texts they are reading independently or that they observe being used in conversations or in media, such as songs or television newscasts. They bring their examples to class the following day and share them, and Mr. Fajardo adds the examples to the growing chart.

**Resources**

L'Engle, Madeleine. *A Wrinkle in Time*. 1962. New York: Dell.

**CA CCSS for ELA/Literacy**: L.4.5; RL.4.4

## Snapshot 10.1. Online Cold War Museum Exhibit in Grade Eleven

As part of their study of U.S. foreign policy since World War II, students in an eleventh-grade history class select a topic for independent research. One student, Birtu, selects the Cold War and gathers and reviews relevant information from multiple authoritative print and digital sources, including those from outside the U.S., to ensure a variety of perspectives. Based on past instructional input and experiences, she critically analyzes the materials for bias and then makes decisions about which sources to use and identifies key information. Birtu then develops an online museum exhibit designed to answer the question, "What weapons were most successful in waging the Cold War?" Her exhibit includes a variety of virtual artifacts, including declassified Department of State documents, Presidential Executive Orders, and archival images and video clips from the National Archives. Birtu writes brief texts about each of the artifacts, which can be accessed by clicking on an icon she posts in the museum. Each item is briefly described, cited in detail, and linked to its original source. In addition, Birtu posts a brief report in which she presents an argument for her choices of sources, indicating why some were included and others were excluded. Her online museum is posted on the class Web site for classmates to view.

**CA CCSS for ELA/Literacy**: SL.11–12.5; RH.11–12.2; RH.11–12.7; WHST.11–12.7

**Related Model School Library Standards:**

9-12, 2.2e Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies).

9-12, 3.3d Produce media efficiently and appropriately to communicate a message to an audience.

**Related CA History–Social Science Content Standards**:

11.9 Students analyze U.S. foreign policy since World War II.

11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

**21st Century Skills**: communication and collaboration, creativity, problem solving, media and technology skills, information literacy, self-direction

## Snapshot 10.2. Integrating Technology into an Extended Science Writing Project in Grade Two

After reading and discussing several informational books about reptiles, second graders work in pairs to write their own informational text about a reptile of their choice. With the teacher and teacher librarian's assistance, they gather books from the library, view relevant video clips, and explore selected Web sites on the Internet using search terms discussed with the adult. They write a list of key ideas in several categories, such as appearance, habitat, and eating habits. They also record special vocabulary. Students researching the common snapping turtle, for example, record the terms *rigid carapace*, *freshwater,* and *omnivore* because they want to be sure to use these terms in their text. Each pair creates a draft modeled after the texts the teacher read aloud, discussed with the class, and placed on display for easy access. Teachers conference with each pair to review students' drafts and provide feedback and guidance. Teachers encourage students to reflect on their work and consider how they will use the feedback they receive. When ready, each student pair develops a final version, having made page layout decisions, and includes informational text features appropriate to their piece of writing, such as a table of contents, bolded words, captions, and headings.

As a finishing touch on their projects, students add Quick Response (QR) Codes to each page of their books, a technology with which they previously had gained experience. Each code allows viewers of the book to use a class QR reader (such as an app installed on a tablet or smartphone) to listen to translations that bilingual students record. This provides opportunities for ELs to interact with the book in their primary language in addition to English. Moreover, the books may be shared with family members in their primary language.

**CA CCSS for ELA/Literacy**: W.2.2, 6, 7; RI.2.5; SL.2.5, 6; L.2.1–3

**CA ELD Standards**: ELD.PI.2.1, 2, 4, 10, 12; ELD.PII.2.1-7

**Related Model School Library Standards:**

2-1.3g Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.

2-1.4c Connect prior knowledge to the information and events in text and digital formats.

**Related Next Generation Science Standard**:

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]

**21st Century Skills**: communication and collaboration, creativity, problem solving, media and technology skills

## Snapshot 10.3. Electronic Book Trailers in Grade Six

Because she understands the cumulative advantage of reading volume, Ms. Edwards ensures that her sixth-grade students have many opportunities to engage in independent reading. She has a wide selection of texts available in the classroom, and she meets with individuals regularly to discuss their selections and make recommendations. Knowing that peers have a powerful influence on one another, she has students create book trailers of favorite literature that serve to pique prospective readers' interest, just as movie trailers draw viewers into a theatre. Students are given the option to work alone or in small teams if several students have read the same book and wish to collaborate on the project. Ms. Edwards shows several movie trailers, and students discuss the important features. How long are the trailers? How many individual scenes are included? What techniques are employed by the producers? Which techniques do they, the viewers, find effective? Which movies do they want to see as a result of viewing the trailers? Why? The teacher also reminds students of the available technology in the classroom; the students have used the digital cameras and moviemaking software for other projects.

Each student or team of students begins by brainstorming the appealing aspects of their selected book and they think about how they might convince their peers that the book is worth reading. Then, after instruction and plenty of examples, they develop story boards (plans to guide production) and write a script. Students keep in mind that the intent of the book trailer is to inspire others, including peers around the globe, to read the book. They consider the images, sound, and language they will use as well as the organization and presentation, always with their audience in mind. They film, download images from the Internet (careful to avoid copyright violations), add text, and include an opening screen and a credit roll. They share their first draft with the teacher and take advantage of feedback to revise, edit, and polish their work. Over several days, the book trailers are shared. Students applaud one another's work. Book trailers are kept in an electronic file on a class computer for occasional viewing by peers when they are ready to select their next book for independent reading. They are also posted online so the students' recommendations can be accessed by other students, parents, and a global audience. They are clearly labeled by genre, discipline, and age span.

**CA CCSS for ELA/Literacy**: RL.6.2; W.6.6; SL.6.2, 4–6; L.6.1, 2

**Related Model School Library Standards:**

6-3.3a Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation).

6-4.3a Demonstrate a variety of methods to engage the audience when presenting information (e.g., voice modulation, gestures, questions).

**21st Century Skills**: communication and collaboration, creativity, problem solving, media and technology skills, global competence

## Snapshot 11.1. Using the *ELA/ELD Framework* as a Resource for Site-Based Professional Learning

King Elementary School's principal and teacher leaders (the leadership team) have been preparing year-long professional learning on the *ELA/ELD Framework* for the school's teachers and paraprofessionals. Prior to providing the professional learning, the leadership team participated in intensive professional learning on the *ELA/ELD Framework* so that they could better understand how to implement the CA CCSS for ELA/Literacy and CA ELD Standards in tandem. In the first session they provided to their faculty, they presented an overview of the framework and facilitated a conversation about how to begin integrating the vision and principles of the framework into existing practice. Today, the teacher leaders are facilitating collaborative conversations with their colleagues on the grade-span chapters, which all of the teachers have read prior to the session. The grade-level teams were asked to take notes as they were reading their grade-span chapters and to annotate the ELA and ELD vignettes in their grade-level section. As they discuss the vignettes, the teachers share what they have highlighted using the following questions:

- Which CA CCSS for ELA/Literacy and CA ELD standards are in action at different points in the vignettes?
- How are teachers collaborating with one another and with parents, administrators, and others?
- How are students interacting meaningfully with others and with content?
- How are students using language, and what types of new language are they developing?
- How does the teacher determine when students need additional support and how is the support provided?
- What is the role of content, and what is the role of language?
- How does this connect to your current practice?

An excerpt from the fourth grade teaching team's discussion and analysis of a vignette from their grade-level section follows.

## Snapshot 11.1. Using the *ELA/ELD Framework* as a Resource for Site-Based Professional Learning (cont.)

| Vignette 5.1 Writing Biographies<br>Integrated ELA and Social Studies Instruction in Grade Four | Fourth grade team's notes |
|---|---|
| **Background:** Mrs. Patel's class of 32 fourth graders write many different text types during the course of the school year.<br><br>**Lesson Context:** At this point in the biography unit, Mrs. Patel's students are researching a California historical figure of their choice. Ultimately, students will individually write a biography on the person they selected and provide an oral presentation based on what they wrote. They research their person in small research groups with others who have selected the same person. They read books or articles and view multimedia about the person; discuss the findings they have recorded in their notes; and work together to draft, edit, and review their biographies and oral presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are able to read in both languages . . . | Lots of writing in this classroom<br><br>**W.4.3** – Write narratives to develop real or imagined experiences or events . . .<br><br>**W.4.4** – Produce clear and coherent writing<br><br>**W.4.7** – Conduct short research projects<br><br>Primary language support (scaffolding) and promoting biliteracy |

After the grade-level discussions about the vignettes, each teaching team creates and presents a poster that captures the salient points of the vignettes (including the principal instructional approaches), which they use to report their findings to the rest of the staff. The principal then facilitates a discussion during which the staff come to a consensus on the instructional principles and practices they agree to implement in their classrooms in the coming month. The grade-level teacher leaders and the principal provide support to their colleagues during initial implementation, and they promote reflective conversations at grade-level collaboration meetings on practices that are working and practices that are still challenging. At the next professional learning session a month later, the staff shares successes and challenges, as well as student work they have gathered, to determine next steps.

## Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning

Esperanza School District is in the third year of districtwide professional learning on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *ELA/ELD Framework*. The district's five-year plan includes professional learning for site and district leadership and professional learning staff (including instructional coaches) and all teachers and paraprofessionals, as well as collaborative work with parents and community groups. Each year, all educators in the district participate in deep professional learning that includes multi-day institutes and ongoing seminars for discussing the framework and standards, research and exemplary practices, collaborative work with job-alike colleagues, and reflection on practice. The first three years of the district's plan for multi-year comprehensive learning follows:

| Esperanza School District Multi-Year Professional Learning Plan | | |
|---|---|---|
| *Year One* | *Year Two* | *Year Three* |
| ***Instructional Leaders:*** All district and site administrators and professional learning staff receive professional learning on instructional leadership and participate alongside teachers in professional learning on the *ELA/ELD Framework.* | ***Instructional Leaders:*** Instructional leaders begin serving as co-facilitators of after-school seminars, collegial coaching sessions, and PLCs; they continue to receive professional learning alongside teachers and district support for leadership. | ***Instructional Leaders:*** Instructional leaders continue serving as facilitators of after school seminars and collegial coaching in collaboration with teacher leaders; they continue to receive professional learning alongside teachers and district support for leadership. |
| ***Teachers:*** All teachers begin year one of professional learning cycles on enacting pedagogy called for in the *ELA/ELD Framework*, refining existing units/ lessons, implementing new practices. | ***Teacher Leaders:*** Selected grade-level/ department teacher leaders receive professional learning on teacher leadership. *Teachers:* All teachers continue with year two of professional learning, going deeper into the framework and related pedagogy and developing units and lessons. | ***Teacher Leaders:*** Teacher leaders continue to receive professional learning on teacher leadership and begin to lead grade-level PLCs. *Teachers:* All teachers continue with year three of professional learning, going deeper into the framework and related pedagogy and developing and refining units and lessons. |
| ***Parents:*** District and site instructional leaders facilitate monthly meetings with parents on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *ELA/ELD Framework.* | ***Parents:*** Site instructional leaders facilitate monthly meetings with parents to discuss home and school practices to support student success with the CA CCSS for ELA/Literacy and the CA ELD Standards. | ***Parents:*** Site instructional leaders and teacher leaders begin to co-facilitate monthly meetings with parents to support student success with the CA CCSS for ELA/Literacy and the CA ELD Standards. |

## Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning (cont.)

All teachers in the district participate in the district's model of professional learning cycles, which are initially facilitated by district and site instructional leadership and ultimately led by teacher leaders.

**Esperanza School District Professional Learning Cycles**

- Summer (multi-day and multi-year) institutes: All educators in the district participate in intensive professional learning on the *ELA/ELD Framework.*
- After school seminars (monthly x 8): All staff members at school sites meet to read and discuss professional articles, standards, framework chapters; view and discuss videos of instructional exemplars; collaboratively plan lessons in a guided format; and reflect on effectiveness of instructional practices.
- Collegial coaching (quarterly x 3, facilitated by site or district coach or the principal): Grade-level/department teams meet during the school day to observe model lessons taught by professional learning staff or principal, observe one another teach their own students and provide feedback, collaboratively plan lessons, discuss student work, and reflect on impact of instruction.
- Grade-level meetings (weekly, facilitated by teacher leaders): Grade-level/department teams meet to plan lessons, discuss successes and challenges, share resources, analyze student work, and make adjustments to instruction based on analyses and ongoing learning.

The district has also refined its approach to new teacher induction and has a parallel strand of support for teachers new to the district. In addition, online communities of practice connect grade- and discipline-alike teachers, as well as teacher leaders and instructional leaders, across the district. Esperanza's educators use the online community of practice to share resources, discuss successes and challenges, and problem solve. While the districtwide, multi-year comprehensive professional learning model requires investments of time and resources, district educators and parents note that the benefits of the model for student learning and teacher professional satisfaction are immeasurable.