



Improving Education for Multilingual and English Learner Students

RESEARCH TO PRACTICE



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Mary J.
Schleppegrell
Alison L. Bailey

Content Instruction with Integrated and Designated English Language Development in the Elementary Grades

This chapter begins with the words of elementary teachers who have multilingual learner (ML) and English learner (EL) students in their classrooms and have much to share about their experiences of working with their students to ensure they are making sense of the English used in different subjects. Like many reading this book, these teachers were a part of communities of practice for the purpose of strengthening pedagogy with their ML and EL students. They faced challenges and triumphs along the way, but each came to reflect on their instruction and figured out which practices worked best with their students.

I am always explaining why we are learning concepts. I begin my lessons with this usually. We are also always having to defend our answers, so we always need evidence. Cause and effect discussions constantly take place, especially in language arts and history areas.

I provide many opportunities during our day to discuss relationships such as cause and effect, and why we are learning the things we are learning. Students are also having to explain the procedural process to each other and me during math especially.

At the end of each math lesson we do “reaching consensus.” This is when students get into their group and go over the answer they got for their individual practice. It’s the opportunity that my students get to help explain to their peers why they may have gotten a different answer. When they explain, their peers can see where they went right or wrong in a given problem.

I found that I was better at giving feedback when I could stand there and listen to them speak. During my teaching I travel around the classroom and try to take notes on my students to see where they are and if there need to be any adjustments.

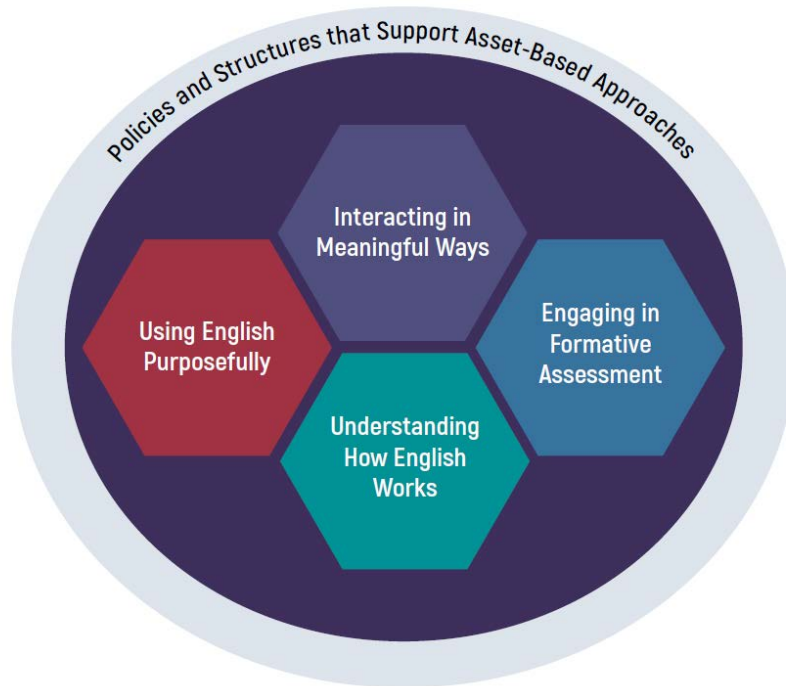
We needed to practice talking explicitly about language, and at first we thought it was way above our students to handle, but to my surprise, they really enjoyed it!

Introduction

The quotes introducing this chapter come from elementary grade teachers who are supporting children’s development of both concepts and language in different subject areas.¹ They report on students who are actively engaged in learning challenging subject-area content, participating through interactions with their peers, and speaking, reading, and writing with guidance from teachers who are monitoring and assessing their knowledge development and responding with next steps in instruction. These teachers are creating opportunities for children to use English purposefully in subject-area learning, and to understand what and why they are learning and its relevance in the subject area. Children are engaged in meaningful interaction, collaborating with others to understand and share what they are learning. Teachers help children understand how English works by drawing their attention to language and meaning and providing meaningful feedback.

The quotes show teachers engaging students in three essential practices: **using English purposefully, interacting in meaningful ways, and understanding how English works**. These practices are key foundations of the *English Language Arts/English Language Development Framework for California Public Schools*, referred to as the *CA ELA/ELD Framework* (California Department of Education [CDE] 2015, 32). They are the grounds for evidence-based instruction to support English language learning. In addition, a fourth foundation of the *CA ELA/ELD Framework*, which the teachers in these quotes describe as a key instructional practice, is **engaging in formative assessment**, in which teachers embed their own and their students' monitoring of learning and feedback for learning during ongoing instruction in classrooms. Supported by effective administrative and organizational structures, teachers are being purposeful in planning instruction that engages students in interaction about the content they are learning and about the language that presents that content. They are observing and responding to students through formative assessment practices throughout the learning process. Figure 5.1 shows the four practices that support ML and EL students. Formative assessment supports the other three central practices. The outer ring of the figure shows how these four practices are most successful in the context of supportive and asset-based policies and structures, which include culturally and linguistically sustaining approaches, teacher professional learning communities, and integrated and designated ELD.

Figure 5.1 Four Practices that Support Multilingual and English Learner Students



Long description of figure 5.1

This chapter shows how transitional kindergarten through grade five (TK–5) elementary school teachers can draw on effective, evidence-based instructional practices to support ML and EL students in learning language and content simultaneously. The term “multilingual learners” is used to refer to students who speak or understand, to varying degrees, more than one language—English and a language (or more than one language) used in their homes or communities.²

The chapter begins by highlighting the key point that instruction is grounded in culturally and linguistically sustaining practices that respect and nurture the knowledge and language resources all children bring from their homes and communities. The chapter then reviews California’s vision for supporting these children in elementary school classrooms through two complementary approaches: integrated ELD and designated ELD. Integrated ELD provides instruction for teaching students to use and understand English to access and make meaning of the academic content throughout the school day and across

disciplines. In integrated ELD, content standards (math, ELA, science, and so on) are used **in tandem** with the *California English Language Development Standards (CA ELD Standards)*. Designated ELD devotes time and strategies to teaching English language skills that are critical for students to engage in grade-level content learning. The focal standards for designated ELD are the *CA ELD Standards*. They are addressed to assist English learners to develop critical English language skills necessary for academic content learning in English. Attention is also drawn to the broader structures that support teachers in implementing the vision.

In later sections of the chapter, the four foundational practices are illustrated in action. The research upon which they are based is referenced, and this offers additional resources for deeper understanding. Snapshots offer brief examples from California schools, and callout boxes offer definitions, descriptions of instructional strategies, and resources for further learning. Each practice is highlighted in a vignette that illustrates the simultaneous enactment of all four classroom practices in action to support ML and EL students in learning language and content. The chapter ends with suggestions for utilizing these practices and resources and for learning more about them.

California’s elementary teachers are instructing EL students in a number of different settings that have implications for how they provide integrated and designated ELD instruction.³ Teachers in classrooms where English is the medium of instruction provide integrated ELD throughout the day while teaching academic content (science, ELA, mathematics, social studies, arts, and so on). They use the California content standards in tandem with the *CA ELD Standards* to support EL students (alongside teaching non-EL students) in engaging with and make meaning of the academic content. They use appropriate scaffolding approaches, both planned and in the moment, to ensure each EL student has full access to grade-level academic content and makes steady progress toward English language proficiency (ELP). For designated ELD, some teachers work with small homogeneous groups of EL students while their non-EL students work on other tasks (e.g., independent or collaborative assignments). The teachers form these homogeneous groups based on the intentional instruction they will provide to improve their EL students’ development of English language proficiency and specific English language skills. Other teachers may work in

grade-level teams to share EL students across classrooms for designated ELD time, where students are grouped homogeneously by language proficiency needs so teachers can strategically focus on specific *CA ELD Standards*. Teachers working in dual language programs where biliteracy is the goal have additional considerations when providing integrated and designated ELD (see chapter 3 for guidance on these programs).

Successful programs engage EL students with academic content appropriate for their grade level and in interactions with their non-EL peers. EL students—and all ML students—benefit from efforts aimed at promoting more integrated and equitable classroom learning for EL students. Regardless of the types of programs school districts offer California’s families, EL students must be provided with both integrated and designated ELD instruction targeted to improving their levels of ELP and receive appropriate grade level academic instruction to achieve the same academic standards expected of all of California’s students. This chapter offers guidance on how to do this.

Foundations of Effective Instruction for Multilingual and English Learner Students

The elementary years are a time of great growth and development. Five-year-old students may come to school with emerging literacy skills, developing phonological and phonemic awareness, and a degree of alphabetic knowledge that supports reading and writing development. As children move through the elementary grades, their oral language expands through increases in vocabulary, an understanding about different ways of expressing themselves, and growth in new ways of learning and interacting in the world. In the upper elementary years, they begin to engage with the specialized language of different subject areas in more explicit ways. All the better for multilingual children—and for our state and nation—when they are supported in engaging in these processes in their different languages. Throughout these years, it is crucial that children’s oral language and literacy development are supported through meaningful activities that enable them to explore language and how it works. As their metacognitive awareness develops and their ability to engage with greater abstraction increases, they will find talking about language interesting and will naturally look for patterns and connections in the language(s) they speak (Menyuk and Brisk 2005).

Recognizing the importance of multilingual development and asset-based practices, the *CA ELA/ELD Framework* calls for schools to provide culturally and linguistically sustaining education that values and draws on the rich knowledge and experiences students bring to the classroom. This chapter builds on this guidance and offers detailed ways an asset-based approach can be implemented to create classrooms in which ML and EL students thrive (see chapter 2 of this book for a specific focus on asset-based pedagogy). Key aspects of this approach are support for use of home languages, culturally and linguistically responsive environments that engage with families and communities, and instruction that supports language and knowledge development in coherent, grade-appropriate units of study (see snapshot 5.1).



Snapshot 5.1: Culturally Sustaining Instruction

A Sacramento elementary school with both a Hmong-English dual immersion program and an English language elementary program with a diverse student population promotes a vision that all children will “claim, learn more deeply about, and maintain pride in their rich cultural heritage” (Spycher, Girard, and Moua 2020, 93). The approach they have adopted is based on the principle that culturally sustaining teaching affirms, expands, and empowers student voices.

To put this principle into action, they engage students in activities such as the following:

- Inquiry into their families’ immigration stories through interviews with family members. (This includes all students in the school as they research and share about their family backgrounds and learn about those of their peers)
- Addressing topics that are relevant to students’ cultures and communities and implementing standards-based disciplinary language and literacy goals (for example, drawing on community resources, including Hmong elders, teaching kindergarten students about community gardens and how they support a healthy diet)

In addition, teachers work together to develop their own understanding of bias and how to recognize implicit bias. One example of this is focusing on the ways they may unconsciously use language or practices that present deficit views, such as referring to underperforming students as disadvantaged or at risk. Such labels reinforce perspectives of students as “lacking” in some capacity and obscure the talents and abilities they do have. Another example is the practice of using only low-level texts with some groups of students. While there are moments when simplified language will support students’ learning by making ideas and concepts more accessible, such texts inevitably reduce the knowledge made available to students, obscure the voice of the author, and deny students engagement with challenging content and language. Instead, teachers are working to provide more robust instruction with grade-level texts, providing opportunities for students to study the language in the texts in order to interact meaningfully with the ideas in the texts.

Teachers are also sharing their ideas and strategies for focusing on positivity and respect. For example, teachers are engaging students in developing shared classroom norms for interaction and group work that enable all voices to be valued and holding class community meetings that give students opportunities to raise issues related to perceived inequities or interpersonal dynamics.

ML and EL students come to the classroom with knowledge and experience from their home cultures and rich linguistic resources from their home languages. These home languages and cultures are resources to value in their own right, as well as assets students can draw on to build their proficiency in English by building relationships between the languages. Adopting culturally and linguistically sustaining pedagogy goes beyond planning learning opportunities and tasks to be relevant to students’ lived experiences. It also means promoting the cultures and linguistic assets of ML and EL students (see snapshots 5.1 and 5.2). *The California English Learner Roadmap: An Elementary School Teacher Toolkit*⁴ (*EL Roadmap Teacher Toolkit*, Olsen and Hernández 2019) offers a self-assessment questionnaire that can help teachers assess their own learning environment in relation to the goals of being assets-oriented

and needs-responsive (Olsen and Hernández 2019, 11–14). The *EL Roadmap Teacher Toolkit* also offers a list of resources and connections to use as teachers work to implement the recommended practices.



Snapshot 5.2: Fostering Cultural Valuing and Home Language Use

During the 2019–2020 school year, as part of the Global California 2030 Initiative and the passage of Proposition 58, Fresno Unified School District started after-school language programs in French, Mixteco, Punjabi, Arabic, and Spanish, adding to several sites with Hmong and Spanish dual language immersion (DLI) programming. The programs foster native language literacy and cultural valuing and offer experiences for native and nonnative speakers of these languages. One elementary school has begun to address earlier practices that did not honor students and their home cultures. The school, which used to have a ban on the use of the Mixtec language, now recognizes the value of supporting children in using and developing their home language. The school hired a community liaison to work with parents and families, and they have started a project to support the use of the Mixtec language and bring the culture into the school in ways that support students.

A San Diego school is supporting staff in understanding that home language is an asset and that students are successful when they are supported in using their home language. In classroom contexts, teachers group learners strategically so that students with strong bilingual skills interact with others in both languages to support content learning. They have bilingual instructional assistants who support students with emerging proficiency in English by interpreting instruction in their home languages. They put the focus on knowledge building, enabling students to draw on their home languages in ways that also support their engagement with concepts that are presented in English.

Students benefit when they are able to draw on all of their linguistic resources. The practice of translanguaging—using more than one language

to express meaning—is currently a major focus of research, and it shows promising results for enabling children to express their identities, draw on all of their meaning-making resources, and participate in more robust ways. Translanguaging practices include using different languages, such as languages spoken in the home as well as English; different registers, such as the language of schooling as well as everyday ways of talking; and different varieties of the same language, such as different dialect choices (Bailey and Durán 2020; García, Johnson, and Seltzer 2016). Translanguaging also means explicitly contrasting the features of English and other languages to help students see connections and contrasts, and it can help students draw on what they have learned in one language when they are using the other(s).

Register

Register refers to the ways people make different language choices, depending on the situation. Registers vary according to the topic or content (in different subject areas), with whom a person is interacting and the relationship between them (how formal/informal, how intimate), and the role language plays (whether it is used with other meaning-making resources such as gestures or visuals, whether it is speech or writing, and so on). Everyone adjusts their language to fit the contexts they are in, using more technical or formal language at some times and more interactional and informal language at others.⁵

Effective teachers support and encourage students in drawing on all of their meaning-making resources as they learn together. They support students in using bilingual dictionaries, interacting with other students who share their home language, and talking and writing in the language they already know so they can engage with the knowledge being developed while also building on their current knowledge. Teachers with a welcoming stance toward students' use of their home languages design routines and activities that support learners' translanguaging. For example, teachers can plan for intentional use of students' home language(s) in brainstorming activities to support students'

comprehension through dialogue with others. Teachers can also be on the alert for other opportunities that emerge in the moment-to-moment work of the classroom to promote and support students' interactions and writing in their home language(s). Chapter 3 on multilingual programs and pedagogy provides a more extended rationale for and examples of the role of translanguaging.

Drawing on Students' Primary Language Resources and Opportunities

Indicators and Examples

- Biliteracy and bilingualism are celebrated, affirmed, and encouraged.
- Primary language instruction and support are used intentionally in all EL program models.
- Students are encouraged to use their home language for small-group brainstorming and discussions and to produce drafts of materials.
- The teacher uses primary language support to enable comprehension and participation (where possible).
- Primary language books, dictionaries, and resource books are available, as is access to digital translators, English dictionaries, and reference materials.
- Cognate charts support cross-language connections.⁶
- The teacher seizes on opportunities to engage with students in contrastive analysis to build metalinguistic awareness and help students build cross-language connections.
- Wall displays, curriculum materials, and texts are inclusive and reflect the diversity of the cultures and backgrounds of students in the class.
- In bilingual and dual language programs there is parity in resources and materials in both languages, and materials in each language are linguistically and culturally authentic.
- Primary language resources and opportunities are provided to students on their Individualized Education Program (IEP).

Source: Olsen and Hernández 2019, 25

Some teachers may fear that supporting students in using their home language(s) will slow down their learning of English, but research shows that students' home languages can be a major source of support for them as they learn school subjects while learning English (García, Johnson, and Seltzer 2016). For learners who have had prior schooling, using the language they already speak, read, and write enables them to draw on their educational experience and knowledge as they develop new knowledge in and of English. In addition, when they use their home languages, they can contribute in ways that enhance the learning of other students in the classroom as well. They are able to express their perspectives on complex questions and show that they understand and are learning even as their English continues to develop.

Adopting asset-based pedagogies that recognize the strengths learners bring as developing bilinguals and as people who share additional cultural insights is a move toward equity and social justice. Successful schools ensure that ML and EL students are given access to grade-level content and language-rich learning opportunities. Effective teachers are powerful advocates and supporters of ML and EL students and their families when they build meaningful relationships full of respect and empathy. Impactful administrators and teachers commit to responding to learners' social and academic needs by (1) making instruction relevant, (2) listening to students and respecting different perspectives, and (3) learning to address their own, as well as their students', biases that may surface in interactions (see snapshot 5.2 for examples).

Teachers who learn about students' cultural and linguistic backgrounds and how individual students interact with their home languages and cultures can help students draw on these resources to make connections with their background knowledge and use the resources they already possess to learn English and subject-area concepts. California classrooms have the potential to be models of multilingual interaction, where all the languages spoken



What are some examples of creating “safe and brave spaces” that you have observed, learned about, or implemented? In what ways might you continue to make your classroom safer, braver, and more assets-oriented for your ML and EL students?

by students are seen as resources for everyone’s learning, and where the cultural ways of knowing that all students bring to school enrich the learning of all. Teachers who make their classrooms safe and brave spaces where all perspectives are considered and valued often find that the points of view expressed bring unexpected benefits to learning for all students (and teachers!).

Engaging Multilingual and English Learner Students in High-Quality Learning

ML and EL students at all proficiency levels benefit from instruction that offers access to and opportunities for participation with other students in the full grade-level curriculum in all subjects. To support their participation, effective teachers infuse a focus on language into all lessons, and also offer students targeted daily work on language that is particular to their evolving levels of English proficiency. While providing such instruction may seem daunting, the *CA ELA/ELD Framework* offers suggestions and examples of standards-based, thematic approaches to the different academic content areas with an integrated focus on language. This supports content learning through scaffolds for learners and differentiated instruction and aligned performance tasks for students at different levels of ELP.

California’s approach calls for comprehensive ELD across the school years with both integrated and designated ELD for EL students at all English proficiency levels and ages. Integrated ELD draws on relevant content area standards in tandem with the *CA ELD Standards*. Integrating ELD into the subject areas (integrated ELD) engages students in participating fully in subject-area activities and extends opportunities for teachers to support language development in purposeful, meaningful, and attentive ways during subject-matter instruction. Designated ELD, in contrast, provides protected time during the school day to expressly focus on instruction in English language skills and knowledge that students can use to make meaning in their content courses in ways that are tailored to EL students’ ELP levels (Emerging, Expanding, Bridging). Designated ELD is provided when teachers help students build into and from subject-area instruction by focusing on

critical language skills specific to learning English, working toward the goals of the *CA ELD Standards* together with the supporting *California Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA ELA/Literacy Standards)* and other content standards.⁷ The vignettes at the end of this chapter offer classroom-based examples of both integrated and designated ELD.

Three groups of ML students require specific attention when organizing and implementing integrated and designated ELD: students in dual language programs, newcomer students, and students with disabilities.

Students in dual language immersion (DLI) programs

Districts have responded to the challenge of flexibly responding to the varied learning assets and needs of ML and EL students with different designs for elementary school programs. DLI programs support the goal of developing students' biliteracy in both languages by providing integrated language instruction and content learning as students work in each language across the school day. In DLI programs, providing designated language instruction is crucial for both groups of learners: designated ELD for EL students, and designated target language instruction for children for whom the target language is not their home language. The advantage of DLI programs is that they bring home language speakers of each language together in a context where each group experiences being mentors and language experts in that language, learning to negotiate meaning and support each other through the modeling of more proficient language use. But each of these groups also benefits from explicit instruction and support for development in their second language through designated language development instruction. In a dual language context, the design of designated language development instruction offers opportunities to make connections between the two languages, pointing out where they differ in their grammar and ways of expression, where noticing cognates may be helpful in learning, and where cultural aspects of language use may vary. Designated language development connects to the curriculum and supports transfer of learning in one language context to expression in the other language (see chapter 3 on multilingual programs for more detailed information).

Newcomer students

Some students come to school with little previous experience in English. These newcomers benefit from special attention in navigating the new school context and understanding what may be different cultural expectations in the California classroom. Initially, teaching newcomers key expressions for navigating the school context is important for their success. Having a buddy or two who welcome and support them also enables them to interact with peers in meaningful and sustaining ways.

Assessing foundational reading skills both in students' home languages and in English helps educators make instructional decisions that build on what the newcomer student already knows (chapters 2–5 of the *CA ELA/ELD Framework* offer guidance). Considering how students' home languages will influence their literacy development in English also is important. All students who speak languages with different writing systems need to learn the English alphabet, but this learning will be different for students whose home languages follow a phonetic principle (e.g., Arabic, Farsi) compared to languages that use semantic principles (e.g., Mandarin Chinese). Students who already read in their home languages will be able to apply their reading strategies to comprehending English. Students who have not learned to read in their home languages will benefit from focused instruction on what reading is and how to get meaning from text. Some newcomer students may be ahead of their grade-level peers in the US or may have special talents that can be recognized and built on, and all newcomers will be able to transfer established literacy skills and content knowledge in their home languages to English with appropriate instructional support over time.

Newcomers with limited formal schooling experiences can be successful when educators address the gaps in their previous education, for example, by providing explicit foundational reading skills instruction in English (e.g., phonics, morphology, decoding), as well as in the partner language if they enter a DLI program. Upper elementary grade students who are new to English benefit from specialized support, and teachers can take this opportunity to collaborate with primary grade teachers and reading specialists to provide reading foundations instruction tailored to each newcomer's specific learning profile. Some of the

time used for designated ELD can support newcomer students at the Emerging level of ELP in developing foundational reading skills. This is the only group of upper-grade EL students who will receive instruction in developing foundational literacy skills during designated ELD. Newcomer students in the upper grades receive designated ELD that attends to all four language domains (listening, speaking, reading, and writing), as needed. Small, differentiated reading groups that focus on decodable texts, phonological awareness, and word work, determined by ongoing assessment, along with purposeful literacy centers that connect to broader literacy goals, are two approaches that are key to student learning of foundational reading skills (Spycher 2017). EL students who are not newcomers may also separately require reading intervention, but they would not receive this during designated ELD.

Teachers can support newcomers' understanding by making instruction comprehensible through visuals, linguistic accommodations, frequent comprehension checks, bilingual support, and other methods that make the content more accessible but—importantly—not simplified. Teachers who share a home language with newcomers can encourage home language use so students can express what they know and get support for understanding. Other supports for newcomers can include interpretation and bilingual glossaries or dictionaries. When possible, students can be supported in reading texts in their primary language that they will then read in English. Newcomers are successful when they are provided with opportunities to interact with their more English-proficient peers, engage in intellectually rich learning tasks, and work with complex texts. And all students thrive when they receive support for translanguageing in ways that enable them to draw on the language skills they bring to this new context, without being positioned as outsiders.



Think of a newcomer EL student you currently have in your classroom, have known in the past, or might have in your classroom in the future. What are some questions you now have about how best to design meaningful and robust learning experiences for this student? What are some ways you could identify this student's learning assets?

Students with disabilities

Any elementary classroom may include students with disabilities who are also multilingual or identified as EL students, and it is imperative to accurately identify them so that they receive the right match of services. *The California Practitioners' Guide for Educating English Learners with Disabilities*⁸ provides detailed information about a range of considerations for students who are dually identified as EL students with disabilities. These include implementing appropriate and consistent early intervention strategies and instructional practices, learning to differentiate between a disability and English language learning phases that are temporary, and understanding referral processes for EL students. Successful teachers are aware of, advocate for, and make appropriate use of test accommodations and accessibility resources that their students may be entitled to, and they apply appropriate reclassification criteria or procedures for IEP-sanctioned exemptions from the assessment of listening, speaking, reading, and writing on statewide assessments, depending on the nature of an EL student's disability. More information on reclassification and ELP assessment can be found in the CDE ELPAC Information Guide.⁹

Supporting teachers: Professional learning communities

The *CA ELA/ELD Framework* calls for school-level coordination, teacher learning, and collaborative work within schools to support all students in this complex instructional work. Some teachers may have had limited opportunities in their teacher preparation or in-service learning to learn about supporting all students. Others may think that a certain level of ELP is a prerequisite for participation in challenging learning contexts. Teachers benefit from opportunities for collaboration across grade-level teams, opportunities to learn about their students' academic profiles and languages, timely information from assessments, and support in interpreting assessment data. (The *EL Roadmap Teacher Toolkit* mentioned earlier in this chapter offers resources for this work.)

Professional learning communities, or PLCs (also called communities of practice), support teachers in planning together, getting to know students better, and sharing their challenges and successes. Multi-grade PLCs may be especially valuable for teachers to see progression in students' language

across the elementary years. This can increase understanding of language development and appropriate expectations for growth (Bailey and Heritage 2019a). PLC collaboration also enables integrated and designated ELD to work in flexible ways (see snapshot 5.3 for an upper elementary grade example and snapshot 5.4 for grouping strategies), as schools with active PLCs can adjust the composition of student groups through formative assessment and according to instructional objectives.



Snapshot 5.3: Integrated and Designated ELD: Upper Elementary Grades Organizing Instruction by Content Area

In elementary schools across the state, teachers are collaborating to strengthen their approach to creatively providing integrated and designated ELD. For example, a Southern California school district is transitioning to an instructional model of content-focused classrooms at the upper elementary grades, rather than classrooms where each teacher teaches all subjects. (This can be supported especially well where an ELD teacher is available.) Teachers are adapting the curriculum at each grade level to modify and augment it to support both content learning and language learning. In order to provide designated ELD, they are focusing on a different subject area each semester during the transition, with the ELD teacher taking the lead in helping subject-area teachers consider what is needed.

The plan is to first support students in ELA, with the ELD teacher collaborating with the ELA teachers on designated ELD. Each semester the ELD teacher will change focus—next the history teachers, and then the science teachers will phase in robust designated ELD. EL students will attend the designated ELD sessions for the subject areas in focus in different semesters across the school year. Organizing this way also supports the ELD teacher—an ELA teacher themselves—to begin collaboration in their strongest subject. The content teachers who collaborate with the ELD teacher are engaged in professional learning about how to support EL students for the first time in designated ELD related to their subject focus. Content teachers are

collaborating across grade levels, with the content area teacher’s expertise focused on the subject standards and the ELD teacher’s expertise focused on the ELD standards, providing the basis for considering how a focus on language can support content learning. In this context, the ELD teacher will meet with a different content area team each semester as teachers in the school work to develop new expertise. PLCs at each grade level will assess the value of this model throughout the transition and discuss needed changes or adaptations as they move forward.



Snapshot 5.4: Regrouping Learners for Designated ELD

Fresno Unified School District, with 74,000 students and 76 different languages, has been working since 2014 to roll out the *CA ELA/ELD Framework* with an emphatic focus on providing all students access to grade-level content. This commitment has led to much teacher learning and progress for students. Teachers are organized into PLCs that enable them to plan together and explore new ways of grouping and serving students. With both integrated and designated ELD viewed as core instruction in their mainstream classrooms, the teachers work together to examine evidence of student learning (e.g., writing samples, classroom observations, notes) and design ELD instruction that aligns with the instructional goals they have established. Teachers discuss how they will support continuing student success by reorganizing instruction and grouping students strategically within and across classrooms at each grade level.

Teachers have moved away from thinking about EL students as “having” specific or fixed ELP levels and grouping them in those levels for the whole year or even the whole semester. Recognizing that learners are continually evolving in their development of English, and that proficiency assessments capture only some aspects of students’ competencies, teachers have

adopted the concept of not having fixed groups but reevaluating students on an ongoing basis through either formative assessment or frequently administered interim assessments, to be sure their growth in different areas is recognized. For example, if a grade level is working on a particular kind of writing and teachers observe that many EL students at the Expanding level are experiencing challenges with the organization of that type of text, one teacher may work with this group of students on genre structure during designated ELD, while the other teachers redistribute students across their classrooms for work on areas related to specific areas in the ELD standards. The teachers treat this time as academic language development time for everyone; while EL students are provided with designated ELD through strategic instruction grounded in the ELD standards, non-EL students engage in quality language learning, as well. These teachers recognize that providing EL students instruction targeted to their ELP level is not enough, and that designated ELD time is most effective when students have opportunities to progress beyond their current ELP level and move along the ELD proficiency level continuum at a more accelerated pace. Critically, designated ELD is not interpreted as “intervention time.” However, any student, including EL students who are identified by the district as additionally needing intervention in reading, still receives those services to which the student is entitled, but not during designated ELD time. All EL students are provided access to core content with integrated ELD, designated ELD, as well as any type of intervention, tutoring, or other services they are identified as eligible for.

Implementing the Four Practices

This section returns to the four practices introduced at the beginning of this chapter to provide examples of how to implement them and the research that supports them. The four practices are not separate steps that teachers take in isolation; instead, they are enacted in concert with each other in each lesson. Using English purposefully, interacting in meaningful ways, and understanding

how English works, while engaging in ongoing formative assessment, enables teachers to engage ML and EL students in activities that simultaneously support both language development and concept learning. Figure 5.2 provides a summary overview of the four practices, the issues they address, and steps teachers can take to implement them.

Figure 5.2 Four Practices with Examples to Support EL Students in the Elementary Grades

Key Practices	Why It Is Important	Issues Addressed	What Works for Teachers and Students
1. Using English purposefully	Learning is a sequence of meaningful steps that build toward content goals.	Teaching can feel like a set of disjointed activities.	Organizing instruction as a series of purposeful activities guided by overarching questions and goals for language and content development.
2. Interacting in meaningful ways	Children develop language proficiency and learn academic content when they have opportunities to use language.	Engaging students who are too often silent in the classroom.	Incorporating meaningful interaction into classroom activities as children read, speak, and write about what they are learning.

Key Practices	Why It Is Important	Issues Addressed	What Works for Teachers and Students
<p>3. Understanding how English works</p>	<p>Students learn the challenging language of school subjects when they have opportunities to reflect on how language means what it does, to explore and compare the ways English is used in different contexts, and to recognize how different language choices mean different things.</p>	<p>If language itself is not a focus or is addressed in isolation, students may not see or may miss how the English language works to make meaning in different contexts and texts.</p>	<p>Drawing attention to language, having students analyze language and the ways it works in different texts and contexts and compare English and home languages.</p>
<p>4. Engaging in ongoing formative assessment</p>	<p>Children’s language develops when teachers recognize and respond to growth in their language and content knowledge with appropriate levels of challenge and support.</p>	<p>Summative assessments (annual assessments or end-of-unit quizzes) do not offer the kind of information teachers need to provide students access to the wider curriculum.</p>	<p>Continuously monitoring students’ academic and language development, using moment-to-moment formative assessment (e.g., noting sophistication of student dialogue) and planned formative assessment (e.g., conferencing with students about their understanding of language and content), guided by an understanding of learning progressions.</p>

Instructional Practice #1: Using English purposefully

For teachers, being purposeful in using English means planning opportunities to engage students in using language in multiple ways as they learn content across the school day. Students benefit from using spoken and written language to do varied activities that help them achieve the instructional goals. In beginning to introduce a new topic, for example, teachers can be purposeful about creating opportunities for students to engage in informal interaction, supporting them in drawing on the language(s) they already bring to the classroom—languages other than English and more informal registers. This helps students draw on their full range of meaning-making resources as they work to develop new ways of making meaning in English that enable them to share their experience and background knowledge. At other times, teachers can be purposeful in modeling more formal registers and encourage students to use that language as they develop new knowledge across subject areas.

Using English purposefully also refers to integrating reading, writing, speaking, listening, and language awareness across subject areas that is related to content learning goals. Purposeful planning for students' authentic use of English is critical for enabling them to engage in specialized discourse practices across subject areas, for example:

- As students learn mathematics, they benefit from support to understand teacher explanations and engage in talk where they share conjectures about mathematics concepts.
- In social studies, learning strategies for reading challenging sources and developing responses that draw on evidence will support participation in discussion and writing about what they have learned.
- In science, students can use their everyday language to explore phenomena together, but also learn to present their understanding of those phenomena in more technical language in oral presentations or in writing.
- In ELA, reading literary texts can be challenging from a linguistic point of view, as authors draw on cultural references and metaphors that children may be unfamiliar with, and responding to those texts requires language to express judgments and perspectives.

Each subject area has its particular ways of reading, talking, and writing, and the best way to support learners is through opportunities for them to participate in doing these activities. As a National Research Council panel argues, “language is learned through meaningful and active engagement by [English learners] with language in the contexts of authentic ... activities and practices” (National Academies of Sciences, Engineering, and Medicine [NASEM] 2018, 3). Students’ participation in authentic content learning across subjects—drawing on all of their meaning-making resources, including their home language, knowledge, and cultural assets—is the basis for further learning.

Another aspect of being purposeful is planning for a variety of ways for students to participate. Using bridging discourses gives students opportunities to move from what they already know and can do with language into increasingly challenging tasks (Gibbons 2006). Using bridging discourses means shifting registers—moving between more everyday ways of talking about concepts and more formal ways of talking about what is to be learned and, in the process, making language choices (consciously or not). Shifting registers helps learners develop and adapt their vocabulary, sentence structures, and organization of language to different situations. It also connects with translanguaging practices that enable students to draw on all of their available linguistic resources, including their home language(s). Thinking about shifting registers and bridging discourses is useful for designing tasks that move students from using language in face-to-face interaction toward using language for more challenging literacy practices, such as presenting what they know in writing (NASEM 2018).

Teachers can be purposeful in making content more accessible to ML and EL students and supporting their linguistic development without reducing the level of complexity of the content (Bailey and Heritage 2017; Spycher and Haynes 2019). They can model well-crafted explanations of science phenomena or mathematical reasoning, offering examples and pointing out key features (integrated ELD). Then, in designated ELD, learners can focus on language in specific ways that help them understand how English works by being asked to analyze, for example, the verb tense choices and verb forms in model explanations or the ways a mathematical conjecture is constructed. Snapshot 5.5 offers a further example of the ways integrated and designated ELD interact.



Snapshot 5.5: Using English Purposefully in Integrated and Designated ELD

In a unit of instruction on the Holocaust in a sixth-grade ELA classroom at a school in San Diego, the guiding question is “How do people hold on to their humanity in this context?” The children have watched a video of Holocaust survivors telling their stories. One woman talked about trading her ration of food for the day for a comb. The teacher highlights this as an example of holding on to one’s humanity and asks students to work in groups to discuss the question, “What is it that you would hold on to if left with nothing?” He points out that answering this question will call for using words that describe the experiences and the emotions humans feel in these situations, identifying adjectives that describe human experiences and emotions as important for the task. As students report out from their groups, he creates a chart that captures phrases that describe feelings and emotions and include quotes from student talk. Students will use this chart later when they complete a research report and presentation. In designated ELD, students discuss what they are reading in ELA and write short responses related to the theme of the unit. The culminating task in designated ELD is writing a literary response essay, with the ELD teacher focusing students on valued meanings in such an essay, for example, writing about how characters think and feel. To support this meaning making, the teacher supports students in learning verbs related to thinking and feeling and their forms and functions. In this way the teacher supports the learning in the ELA classroom as well.

The best way teachers ensure they are assisting students to use English purposefully is by planning for instruction that addresses a topic and associated standards over at least a week of instruction and that (a) focuses on a coherent set of goals, (b) engages students in activities that build their knowledge and language, and (c) culminates with some product (often written) that enables them to demonstrate what they have learned. Since using English purposefully is not a practice that is applied separately from the other foundational practices, effective teachers build in plenty of interaction, focus on English and how

it works, and plan for moments of formative assessment. They think about teaching in larger units of instruction rather than as a set of activities or lessons, giving EL students time to develop a deep understanding of the concepts and practices that enable them to achieve the instructional goals.

Teachers are moving away from thinking about EL students as “having” specific or fixed ELP levels and grouping them in those levels for the whole year or even the whole semester. Rather, student groupings are fluid and flexible to maximize teachers’ responsiveness to students’ learning trajectories.

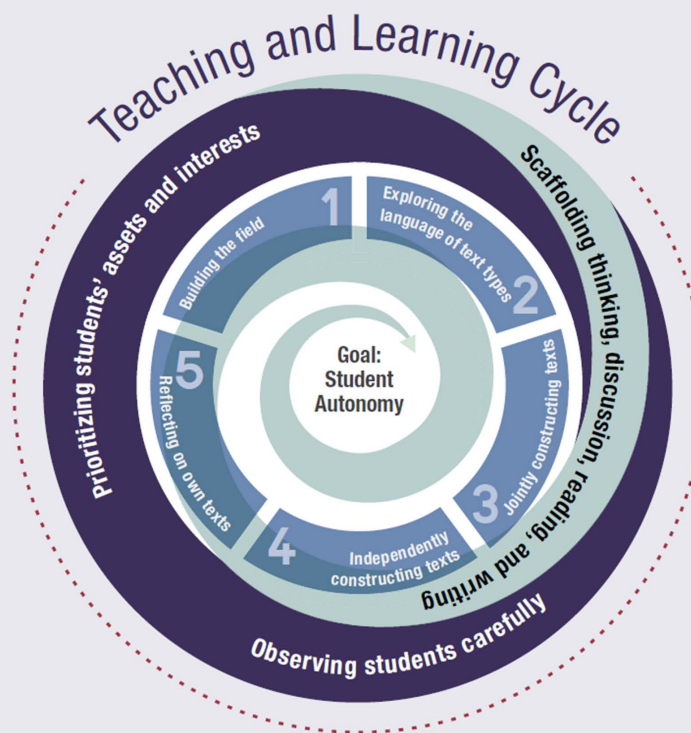
They also return to the texts the class has read to analyze language and meaning in the texts, using the same vocabulary over several days to make it part of their language repertoires, and working toward meaningful goals with robust scaffolding that builds their knowledge and language. Coherence over time can be built in through project-based learning or inquiry approaches that draw on routines guided by frameworks such as the Teaching and Learning Cycle (TLC). The TLC builds students’ understanding of subject matter while also supporting their language development through analysis of the texts they read and through robust scaffolding of the texts they are expected to write. The TLC draws on a genre-based pedagogy (e.g., Derewianka 1990, Brisk 2015, Gebhard 2019) that has identified typical structures and language features of the kinds of texts often written in school. Vignette 5.1 (later in this chapter) shows the TLC in action and illustrates how using English purposefully can be enacted in conjunction with other key practices.

The Teaching and Learning Cycle (TLC)

The TLC (see fig. 5.2) is an approach to instruction that has been adopted in many contexts to support ML and EL students’ engagement across several days of instruction to purposefully build both language and knowledge. The TLC provides a framework for planning instruction geared toward learning goals that address both subject-area learning and ELD. The TLC starts with a big idea or inquiry question that guides instruction and the

selection of materials and ends with a culminating meaningful and relevant writing task through which students show what they have learned. The TLC engages students with texts that are more challenging than they would otherwise be able to read independently, enabling them to develop important subject-specific concepts and build specialized knowledge. The TLC has five phases—not discrete, sequential steps, but rather different ways of focusing and engaging students that form an iterative cycle (“building the field” continues across the cycle, as does “exploring language”). Both of those phases prepare students to write the culminating genre through joint construction and then independently. The “reflecting” phase enables students to return to any of the phases of the cycle for more learning about the field of knowledge and the language needed to talk and write about what they have learned.

Figure 5.3 The Teaching and Learning Cycle



Source: Spycher 2019
[Long description of figure 5.3](#)

Building the field: Students share knowledge from their homes and communities and previous learning experiences, and begin to develop new knowledge about a topic through engagement with texts, visuals, and activities that introduce new knowledge, expressing themselves with their full range of meaning-making resources. Teachers create charts that display the knowledge being developed and use dramatic play, music, and art to help students learn the specialized language needed to engage with the topic.

Exploring the language of text types: Teachers and students use meaningful language about language (metalinguage) to explore and deconstruct the texts they are reading, unpacking sentences so students can see how English works to make meaning.¹⁰

Jointly constructing texts: The class develops a model text together to help students understand how to say what they want to say about the topic.

Independent writing: Students create texts supported by prewriting, graphic organizers, and charts with information about the knowledge and useful language that can support their writing. Each text displays the student's own perspective on what has been learned. Criteria for success are explicit and often mutually negotiated with students.

Reflecting on own texts: Students apply the success criteria to their own texts, evaluating what they have written and planning for what they will improve next time they write.

(For a detailed example of this process in action in a DLI [Spanish] kindergarten class, see Spycher, Garegnani, and Fabian 2019.)

Genre-Based Instruction

Reading and writing offer rich opportunities for talk about language. Some California schools are adopting genre-based writing programs that help children learn about the structure and language features of the different kinds of texts they write across subjects. In this context, “genre” refers to

writing for different purposes, such as narrating, reporting, explaining, or arguing. Different from seeing genres in literary terms (e.g., science fiction, biography, mysteries), a genre-based approach means supporting students with information about how particular text types are organized and the language features that are most useful for writing for different purposes.

For example, Spycher, Garegnani, and Fabian (2019) report on fourth- and fifth-grade classrooms where children draw on what they are learning and write in authentic and relevant ways to engage, inform, and persuade their audiences. Students analyze texts that others have written to explore how texts that achieve particular purposes are organized and how they draw on language to meet their goals. In science, teachers integrate ELD to guide students to do the following:

“... explore how authors connect sections of text so the ideas flow together logically; how authors expand and enrich their ideas; or how different language resources may be more effective in one genre than in another, such as the use of dialogue or figurative language in literary texts or the use of modal verbs (for example, *should*, *would*, and *could*) in persuasive texts” (Spycher, Austin, and Fabian 2018, 56).

These two aspects of explicit language teaching—how texts are organized and the language features that enable them to meet their goals—are the core of genre-based instruction. In designated ELD, to support this work teachers could focus on the grammatical patterns in sentences with modal verbs, providing students practice with using them to talk and write about what might happen or what must be done (see Brisk 2015 for guidelines on teaching the structure and language features of school genres; see de Oliveira and Iddings 2014 for examples of genre-based instruction).

Being purposeful means engaging learners in the literacy practices and specialized language of each subject area and enabling them to interact in a variety of ways to make their learning meaningful. This calls for planning for and supporting meaningful interaction with peers and in whole-class settings—the focus of the next key instructional practice.

Instructional Practice #2: Interacting in meaningful ways

Children learn through meaningful talk. From the earliest years, children’s language develops in interaction with others who seek to engage with them and understand the meanings they offer. Interaction in classrooms enables students to think together with others to develop understanding. Interaction to enrich understanding of concepts across the curriculum remains crucially important to language and knowledge development throughout the elementary school years. For ML and EL students, whole-group interactions can be challenging; with more limited repertoires to draw on, they may be reluctant to demonstrate gaps in their English in front of others. Interaction with peers in pairs or small groups is a more supportive context for interacting, especially if the groups include other children whose interactional practices are similar to theirs. Collaborating with others in hands-on learning positions all learners as having assets that others can draw on. Interaction with others about what they have learned prepares students to participate in whole-class discussions or write in more formal ways.

Supporting students to interact in meaningful ways calls for purposeful and productive conversations in the classroom to develop a coherent and expanding understanding of what is being learned. Learners develop language and content knowledge through interaction that supports them in discussion as they read and interpret complex texts and engage in activities that provide rigorous and interactive learning experiences across subject areas (NASEM 2017). Interaction about intellectually challenging content enables students to process what they read and to rehearse through talk what they will subsequently write. It offers opportunities for reasoning about what they are learning that helps them develop and share their own perspectives as they learn.

Setting up regular instructional routines is a good practice for enabling ML and EL students to participate. It gives them familiar contexts and practiced ways of participating and reduces the cognitive load when they are taking on new learning. Effective teachers facilitate students’ participation in interaction through two levels of support that they can plan for: designed-in moves and

interactional contingent moves (Hammond and Gibbons 2005). Designed-in moves are planned activities that engage students in interaction through different participation structures (e.g., whole group, pair, small group). Then, as learners interact, interactional contingent moves by teachers can facilitate dialogue to support development of greater understanding. These designed-in and contingent moves work together to support learners in engaging with challenging learning tasks. Vignette 5.2 (later in this chapter) provides an example. The TLC and dialogic read-aloud routines are further ways teachers can introduce interactive practices into their teaching.

Dialogic Read-Alouds: Interaction to Support Rereading and the Reading-Writing Connection

Dialogic read-aloud routines can support children in returning to a story over several days to deepen their understanding and ability to talk and write about what they have read. One such routine is used in a California public school with a Hmong-American population, where students learn in both DLI and English language programs. Students in kindergarten through first grade (K–1) engage with complex texts through interactive teacher read-alouds. In grades two through six, they read and discuss complex texts collaboratively with peers. The key feature of dialogic read-alouds is engaging students in repeated dialogue with the same complex text. Each daily session of 20 to 30 minutes also includes time for writing and drawing in journals, enabling the reading–writing connection. This example presents a K–1 interactional sequence:

Day 1: The teacher reads the story aloud, stopping to explain new words or phrases in context, and inviting students to answer literal comprehension questions with a partner to build understanding of the story’s characters and events.

Day 2: The teacher reads the story aloud again, stopping to invite students to discuss inferential questions with a partner to bring out important themes of the story (e.g., how characters feel and how we know).

Day 3: The teacher reads the story aloud a third time, and then invites students to retell key events using language from the story. The teacher creates a chart to display the outline of the story that students are creating. Then students discuss the author’s underlying messages (e.g., “What do you think the author wanted us to learn from this story?”).

Day 4: The class reviews the story outline and uses it to jointly reconstruct the story, including details, dialogue, and literary language. Then students independently write their own versions of the story, using success criteria that the class generates (e.g., “I included dialogue.” “I used colorful language from the story.”).

Day 5: Students share their stories with partners and use the success criteria to offer feedback. The class then reflects together about what they learned and how they grew as readers and writers throughout the week.

Source: Spycher, Girard, and Moua 2020 and WestEd Leading with Learning web page available at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link1>.

Instructional Practice #3: Understanding how English works

Every subject area offers distinctive opportunities for language learning, as each subject has discipline-specific language and practices. In both integrated and designated ELD (or other language) contexts, successful teachers identify specific areas of focus on language that can support learners in understanding how language works to present meanings of different kinds. (See snapshot 5.6 for examples of integrated and designated ELD in two contexts.) Doing this in meaningful ways supports students’ metacognition (thinking about thinking) and language development. When considered in isolation, a language may seem very abstract and full of challenges for learning its systems and meanings. But when the focus on language is situated in the texts students read, engage with, and produce, students are supported in taking up new ways of speaking and writing and building their understanding of both language and content.



Snapshot 5.6: Integrated and Designated ELD in the Teaching–Learning Cycle and Dual Language Instruction

In 2016, Fresno Unified School District (FUSD) began drawing on the TLC (see the description earlier in this chapter) as instructional support, with 13 schools now using it to engage students in exploring the language of the texts they are learning to write in content-area contexts, where ELD is integrated. Teacher teams plan together for the five phases of the TLC. Through ongoing formative assessment processes during ELA, history–social science, mathematics, and science, teachers recognize and identify which areas, in terms of language development, students would benefit from having intensified support. Teachers decide who will be the instructor for each of the groups during “academic language time,” including groups for designated ELD. In this way, they provide a focus on how English works for all students in both integrated and designated ELD. Part I and II of the *CA ELD Standards* are used in both integrated and designated settings, but the content standards take the lead in integrated ELD time and the ELD standards take the lead in designated ELD time.

FUSD offers a Spanish DLI program that uses a 90:10 model to support strict separation of languages and maintain a focus on supporting Spanish academic language development, as learning Spanish beyond home registers can be challenging in a broader environment where English is the language of much of the public discourse. Because of the reduced time in English, designated ELD is designed appropriately in this context. For young learners, it emphasizes interactive read-alouds in English with rich academic language. At the same time, in the Spanish setting, children engage in activities that focus them on how Spanish works to support their literacy development in Spanish. Children learn what reading is and initially practice reading in Spanish, and then transfer their knowledge about how reading and writing work in general (the alphabetic principle, how to get meaning from text, and so on) to reading in English.

Understanding how English works does not mean learning rules for correctness. In fact, too much focus on correctness can stifle students' willingness to take chances with language and participate with confidence. Students' approximations of English forms and structures are an important part of learning language and developing school knowledge, and effective teachers recognize and build on learners' approximations through formative assessment practices that enable them to identify opportunities for instruction focused on the intended meanings (Schleppegrell and Go 2007). Effective teachers introduce new vocabulary and ways of using language in meaningful contexts, so students come to understand not just the forms of language and their meanings, but also how the language is used (Larsen-Freeman 2003).

ML and EL students benefit when their teachers support them in focusing on the ways English works and developing their metalinguistic understanding by naming the forms and meanings they are learning about. Using meaningful metalanguage (language about language) can help teachers be explicit about the relationship between language and meaning (Schleppegrell 2013; de Oliveira and Schleppegrell 2015; see Schleppegrell 2017 for a review). The traditional metalanguage of English grammar (e.g., noun, verb, adjective) is part of the learning goals for ELA in the elementary years. This learning can be supported in ELD contexts too. Children typically enjoy learning new technical words for talking about language, and the metalanguage can be used in ways that go beyond labeling parts of speech to connect with the meaning and functions of language (how English works), by using it to support students in exploring authors' language choices in the texts they read. Vignettes 5.2 and 5.3 (later in this chapter) offer examples of this.

Students' approximations of English forms and structures are an important part of learning language and developing school knowledge, and effective teachers recognize and build on learners' approximations through formative assessment practices that enable them to identify opportunities for instruction focused on the intended meanings (Schleppegrell and Go 2007).

Understanding how English works means helping learners recognize patterns in language. Such patterns may include patterns of spelling (letter-sound correspondences), patterns of word formation (prefixes and suffixes), or grammatical patterns (recognizing the boundaries of a noun phrase). Understanding how English works also means understanding how different areas of meaning in English are presented in varied ways. Children can explore, for example, the various ways people get each other to do things (e.g., “Do that.” “Would you please do that?” “I’d really like it if you would do that.”). They can also learn how text types such as arguments or reports are expected to be structured in English (see the callout box on genre-based instruction).

Talking about English and how it works, especially with primary school-aged children, is best done in the context of reading, speaking, and writing that addresses grade-level content objectives (Schleppegrell et al. 2019). As the demands of each subject area increase, the language and discourse practices of the subjects also become more technical and abstract. Drawing explicit attention to language helps students engage in new practices and the use of subject-specific language. To help children understand how English works, effective teachers draw attention to language and meaning in the texts students read in explicit ways, and offer guidance in the genres and language patterns of the texts students write (see vignette 5.3).

Instructional Practice #4: Engaging in ongoing formative assessment

How do teachers know what level of support to give ML and EL students so they can fully participate in content learning? The fourth practice highlighted here focuses on assessment at the classroom level. The *CA ELA/ELD Framework* firmly places formative assessment within classroom instruction for working effectively with ML and EL students: “Intertwined and inseparable from teachers’ pedagogical practice, formative assessment is a high priority. It is especially important as teachers assess and guide their students to develop and apply a broad range of language and literacy skills” (CDE 2015, 825). In other words, the first three practices for working effectively with EL students are informed by formative assessment to guide both teachers and students in learning and instruction (see chapter 8 of the *CA ELA/ELD Framework* for examples of formative assessment with ML and EL students in content classrooms).

Formative Assessment: A Practice to Support Student Language and Content Learning Simultaneously and Day by Day

Formative assessment can be viewed as “a process for enabling learning” (Heritage 2010, 16). It involves both teachers and students in determining where students are in their development of some domain (e.g., proportional reasoning in mathematics) as they are engaged in learning. In contrast, summative assessment establishes what students have learned after an interval of time in which learning takes place (e.g., end-of-unit quiz, end-of-trimester grades, annual testing by the state). In other words, formative assessment is ongoing during learning and generates feedback about learning for the teacher and student, and summative assessment sums up what students have already learned. Setting learning goals and success criteria with feedback along the way are key to the formative assessment process. Then, using information about students’ success in meeting those goals, teachers can plan for scaffolding or modeling through further routines that support learning (Bailey and Heritage 2019a). Students can be involved through self-assessment and peer assessment of their performance during classroom activities. Even young students can be assisted in monitoring their own progress along a clearly articulated progression or continuum of learning and in determining what they can focus on next to move learning forward (Goral and Bailey 2019).

Formative approaches to assessment have been effectively used in K-12 classrooms to support students’ content learning in mathematics, science, and ELA. To also address the language learning needs of individual students who are on different trajectories and at different phases of development, effective teachers closely monitor the language students already understand and use. They are also aware of the language their students will encounter in content instruction and the activities and tasks they need to plan for in order to use strategies that support both content learning and language development. Formative assessment is a powerful pedagogical approach to address the complexities of keeping track of what students know while instruction is

occurring and ongoing. Formative assessment can take a number of different forms, with both students and teachers participating. For example, teachers can generate evidence of students’ language and content learning by observing student-to-student dialogue and assessing students’ responses to well-crafted probing questions and challenging problem-solving tasks (Bailey et al. 2020).

High-Leverage Moves During Formative Assessment

Teachers can do much to foster their own formative assessment capabilities. Gauging their own progress along a progression of effective formative assessment practices with ML and EL students can be valuable in teachers’ professional learning as they learn to implement formative assessment (Duckor et al. 2019). Duckor and Holmberg (2017) suggest that teachers monitor their inclusion of “high-leverage moves” (in bold below) in a protocol that teachers can use in a cyclical assessment “triangle” in order to

1. elicit student thinking (**priming** by setting formative assessment norms, **posing** questions, **pausing** to allow wait time, and **probing** student responses);
2. draw sound inferences about student responses (**bouncing** student participation around the room, across a small group, and so on; **tagging** or providing a running commentary of the class’s dialogue; and **binning** student performances at levels on a learning progression so decisions on next steps can be made); and
3. define learning targets along a learning progression.

Adopting formative assessment practices helps teachers achieve their goals in supporting extended academic discussions. However, teachers might also apply some of the same high-leverage moves described in the callout box “High-Leverage Moves During Formative Assessment,” when looking at student work, not just when listening to their oral responses and discussions with other students. For example, teachers may additionally apply them to first drafts of writing assignments, to representational models of science ideas and phenomena, and to other written tasks (Duckor and Holmberg 2017).

Students can also be closely involved in formative assessment by guiding their own and others' progress, self-assessing their language choices and successes in tandem with their content understanding and reasoning, and providing feedback on peers' work. Supporting students' agency and autonomy (i.e., self-regulation of their learning and a critical awareness of language uses in school) are prerequisites to both effective self-assessment and sustained self-generation of meaningful opportunities for language learning throughout the school day (Bailey 2020; Bailey and Heritage 2018; Cerda, Bailey, and Heritage 2020).

Formative assessment is particularly suited to the goal of monitoring both language and content so that learning can be assisted simultaneously in both domains (Bailey and Heritage 2017; 2019b; Bailey et al. 2020). Therefore, this approach to assessment can be used during both integrated and designated ELD time where teachers can focus on listening closely to the progression of students' oral language and review their written language products to identify forms and features of language in need of instructional attention. Teachers can listen to and read students' explanations of science inquiries and phenomena, attend to their mathematical reasoning, and evaluate their arguments that use evidence from primary sources in social studies and from texts during ELA. From close observations and tasks to elicit these language uses, teachers can determine the language supports and other scaffolding that students may need to be able to fully participate in robust content instruction. Vignette 5.4 (later in this chapter) offers an example.

Formative assessment can also play a central role in culturally sustaining pedagogy when the targets of assessment are intentionally chosen to reflect students' own cultural backgrounds and prior linguistic experiences and assets (Bang 2019; Paris 2012). Assessing well formatively and in a culturally sustaining way also means being open to the unexpected perspectives that ML and EL students may bring to the classroom, based on their different cultural assets. This can be done by using open-ended questions or tasks that enable the teacher to gain insights into students' conceptualizations and reasoning (or their misconceptions), rather than using questions which have predetermined correct answers (Torrance and Pryor 1998). The diversity of backgrounds and cultural experiences of ML and EL students calls for assessments that enable them to share their range of

perspectives and experiences. Teachers can respond to this by listening carefully and respecting what students contribute, rather than quickly judging students' work and responses as right or wrong (Bailey and Heritage 2019a).

Teachers who have sufficient time and opportunities to learn about and prepare for formative assessment practices are better able to incorporate them into their repertoire of strategies for working with all students, including ML and EL students. Additionally, teachers who are provided time and support can best incorporate the ELD standards into their formative assessment practices (e.g., using specific ELD standards aligned to content learning goals, attending to different proficiency levels). Only with the sustained commitment from their school and district leadership will teachers have such time and opportunities available that are needed to enable them to do this kind of learning and to have the time for planning effective formative assessment. Administrators can support teacher planning by providing time and professional learning opportunities.



Think of your current classroom assessment practices. Are they effective for monitoring where your ML and EL students are in their content and language learning? Do you use your assessment information and data to generate feedback for your students or encourage them to self-assess to support their own learning independently?

Putting It All Together: Classroom Vignettes

The following four vignettes offer examples of how the four practices highlighted in this chapter (figs. 5.1 and 5.2) are simultaneously in focus as teachers work with ML and EL students in different classroom contexts. Each vignette illustrates one of the four practices highlighted in this chapter. The practices are not enacted in isolation, however, so each vignette also identifies other practices that are embedded in the instruction. Each vignette offers the following: (1) **Background**, with information about the teacher(s), grade levels, and students; (2) **Lesson Context**, describing the broader unit structure of the focal lesson; (3) **Lesson Excerpts**, offering details of classroom activities; (4) **Next Steps**, reporting on what follows the activities; (5) **Sources of the vignette**; and (6) **To learn more**, with additional resources for implementing the practices.

VIGNETTE

5.1

Writing Explanations in
Fifth-Grade Science

(Highlighting Using English Purposefully)

Background

Ms. Castro is a fifth-grade teacher whose students represent a wide range of backgrounds. Almost half of them are learning English as an additional language. To start the year, she is working with the PLC at her school, consisting of all the upper elementary grade teachers and the science coach, to plan a unit of study on ecosystems and to support **integrated ELD (iELD)**. Teachers at other grade levels are designing units on other topics, but all of them are using the TLC (Spycher 2019) to move students through a set of activities that culminate in a writing project that offers an overall purpose for the work. In addition, they also identify related work they will do in **designated ELD (dELD)**.

Ms. Castro's goal is to engage students over several weeks in studying different ecosystems around the world. She wants them to learn how organisms interact within an ecosystem, why we need to preserve diverse ecosystems, and how people's actions can impact the health of ecosystems. To get started, she will take students through one full TLC that will support them in developing knowledge about bats and their ecosystems and prepare them for the culminating project. They will write explanations that use the example of bats to describe a species, explain the interdependent relationships that the species interacts with, and identify the consequences of the impact of humans on the ecosystem. Having gone through this TLC, she expects her students to be prepared to work in a small group to investigate another species, with continuing support from the models developed during the focus on bats.

She knows that her students will be at different phases in their writing development, and that many of them may not have had strong support

for learning how to write an explanation that communicates clearly and incorporates their own perspectives. To design a sequence of instruction that will scaffold their writing development toward that goal, she will draw on genre descriptions that identify the purposes, organizational structure, and language features of common school genres (e.g., see Schleppegrell 2004, table 4.1, 85). Working with her PLC colleagues, Ms. Castro makes this outline of the big ideas, inquiry questions, and culminating writing task for the unit:

Unit: We Can Affect Our Future: Human Impact on Local Ecosystems

Big Idea: We can protect our local ecosystems if we understand them better and how human behavior affects them.

Inquiry Questions:

- How are living and nonliving things in an ecosystem interdependent?
- How does energy flow through an ecosystem?
- Why do keystone species play a critical role in ecosystems?
- In what ways do people’s actions impact ecosystems?
- How can we preserve and protect ecosystems and why would we want to?

Culminating Task: An independently written science explanation about a keystone species and how it interacts within its ecosystem, the effects of human impact on that ecosystem, and how scientists’ proposed solutions could address those impacts.

Lesson Context: As Ms. Castro takes her students through the TLC, she will support them in language-rich tasks that engage them in interaction with each other and with sources of information.

To Build the Field of Knowledge: Ms. Castro will start the work with an “inquiry activator” to connect and build on what students already know

about bats. She will post images related to bats and their habitats around the classroom and have students walk around in pairs to talk about the images and add notes about what they notice and wonder about. She will draw from students' notes and interact with them to create a chart so they can refer back to their questions as they continue to learn about bats **(Practice 2: Interacting in meaningful ways)**.

Next, students will develop knowledge about bats and their habitats, as well as about challenges facing bats and their ecosystems. They will use a variety of ways of getting information, including videos and other visual representations, as well as texts of different genres and difficulty levels. Some sources will be readily accessible to most students and others will require close reading and analysis. Students will learn general and topic-specific academic vocabulary and begin building a word wall with phrases that include focus words for the unit, displayed in their textual contexts. This will help students connect the meaning of the technical language for talking about ecosystems with the ways the words are used **(Practice 3: Understanding how English works)**.

Ms. Castro plans to take the children to visit a bat habitat or to invite someone from the local science center to speak to her class about bats. Students will also develop knowledge through texts presented in teacher read-alouds or explored through expert group jigsaw discussions and other interactive activities. They will take structured notes and write collaborative summaries of what they read. As they develop understanding about bats and their ecosystems, Ms. Castro will capture their evolving knowledge on a chart that is posted and available for students to refer to and suggest additions to.

To Explore Language in a Mentor Text: As students engage with challenging texts, videos, and other sources of information, Ms. Castro plans to take time to focus their attention on the language of those sources. For example, after they read a description of bats, Ms. Castro will ask them to highlight the different aspects that are described (*where bats*

live, what they look like, what they eat, and so on) and key language that helps the author’s descriptions. This will draw students’ attention to the ways they will describe the species that they ultimately will write about.

With texts that are presenting information about ecosystem degradation or are urging action, Ms. Castro will ask students to focus on language that presents negative features of the habitat and identify the wordings that enable the author to make recommendations and suggestions.

One aspect of learning to write explanations is noticing how an author picks up an idea and re-presents it in a more condensed form, building from sentence to sentence. Ms. Castro wants her students to notice this as they read. For example, when they read the sentences:

“Some bats live alone, while others live in colonies of more than one million. Living in large colonies keeps bats safer from predators.”

she will draw their attention to the way the author introduces the point that some bats live in large colonies and then turns this whole clause into a noun phrase at the beginning of the next sentence (*living in large colonies*) so that it can be built on to show that this helps keep bats safe.

Turning a whole clause into a noun phrase is nominalization, a means by which English texts develop their points. Students will encounter many such examples as they read about bats and their ecosystems, and Ms. Castro will add to the word wall with an explanation chart that shows how an idea can be developed from one sentence to the next (**Practice 1: Using English purposefully**). In her **dELD** session that day, Ms. Castro plans to work with students at Emerging and Expanding levels of English to provide instruction in the ways similar concepts can be presented through verbs and nouns, and the ways nouns can be compounded (for example, “echo” [used as noun and verb] becomes “echolocation” [a compound word]).

Ms. Castro will provide scaffolds that present the purpose and overall organization of the explanation genre, with tips about language that will help students write their own explanations. All of these ways of exploring language will help the class talk about English and how it works.

To Jointly Construct a Text: Once the class has built up knowledge about bats and has explored how language works in the texts they are reading and the genre of explanation, Ms. Castro will engage the class in developing an example—a model text—of what they will write when they choose their own species to research. A main purpose of this joint construction of a text is to engage students in talk as they “rehearse” what they will then do on their own. Ms. Castro has already built in multiple opportunities for students to interact in meaningful ways, and as they begin to write she wants to continue to support them in exploring their ideas and planning their writing together. She will encourage students to turn and talk with a partner to give them more opportunities to use the language of explanation as she guides and captures their suggestions (**Practice 2: Interacting in meaningful ways**). The lesson described below comes from this part of the TLC.

To Support Independent Writing: At this point, many of Ms. Castro’s students may be ready to develop their own explanations about another species. Others may need to work with a peer or small group to write another explanation together before launching into their own research. Still others, including newcomers, may need scaffolds that offer them more detailed assistance in writing sentences and structuring texts. This is an important moment for differentiating, as students will need varied levels of support. Ms. Castro will provide **dELD** to help students at the Emerging level to write sentences that describe an ecosystem and add prepositional phrases to enhance their descriptions through information about place and manner (where species live and how they behave).

To Reflect on Writing: Ms. Castro plans to work with her students to develop criteria for success so they can monitor their progress in writing

their explanations. The criteria will focus the students' attention on the purpose and text organization of the explanations they will write. Students will apply the success criteria to their own texts, evaluating what they have written and planning for what they will improve next time they write **(Practice 4: Engaging in formative assessment)**.

Lesson Excerpts: For Ms. Castro, the joint construction activity is an important moment for engaging students in synthesizing what they have learned from their exploration of bats and their ecosystems. The discussion she has with students will also provide opportunities for her to formatively assess their knowledge and return to concepts and issues they may not fully understand, as well as help her reinforce what the class has talked about as they focused on the language and structure of explanations in the exploring language activities **(Practice 4: Engaging in formative assessment)**.

Joint construction is also an opportunity for students to orally rehearse the development of their own texts by talking with each other about the information and point of view they will take as they write explanations about another species. Ms. Castro enjoys this part of the TLC because, with a group of students who now have lots of information and have developed new knowledge, it is possible to have a rich conversation about what everyone now knows **(Practice 2: Interacting in meaningful ways)**.

Ms. Castro begins by engaging students in reviewing the key information they have learned about bats and the ecosystems they live in, referring to the charts the class has developed over several days. She then reminds students about the type of text they are going to construct and its purpose. She presents a scaffold showing the five stages of the explanation they will write together:

- Identify the phenomenon: the ecosystem and the keystone species (the bat)
- Describe the keystone species and its ecosystem

- Explain how the keystone species and other species interact in the ecosystem and why the keystone species is important
- Explain how humans impact the keystone species and its ecosystem
- Explain solutions that scientists have proposed

In facilitating the writing activity, Ms. Castro sees her role as drawing out content understanding and language from the students, while helping them create a text that presents their knowledge and language in a coherent explanation. She writes as students make suggestions, and models crossing out words and being messy when adding and expanding ideas. She spaces out what she writes so that ideas can be added and sentences extended.

She reminds herself to be open to ideas that are unexpected and to take time to consider what each student says, not treating it as correct or incorrect (**Practice 4: Engaging in formative assessment**). She will also facilitate peer assessment as she encourages students to interact with each other to share feedback and get input about what has been suggested.

Here's an example of the kind of dialogue an observer might hear as the teacher leads and the students contribute ideas about the language to use to describe how bats navigate at night. Note how Ms. Castro engages students in interacting throughout and reminds them what they have learned about writing an explanation (**Practice 2: Interacting in meaningful ways**).

Ms. Castro: “OK, we said we want to include a new piece of information about how bats navigate at night. How could we start, to let readers know that we are starting a new idea? Everyone think for a moment about how you might start this section.”

[*Pauses as students think silently.*] “Now, tell your partner what your idea was.” [*Pauses as students share in pairs.*]

Jada: “We could say, ‘Bats use the waves in sounds to get around.’”

Ms. Castro: “They do use sounds; can you say a bit more? Could you use some of the science language we’ve been using?”

Jada: “We could say: ‘Bats use the waves of sounds—I mean, the sound waves—and echoes, and that’s called echolocation. They use it to navigate.’”

Ms. Castro: “Yes, that’s called echolocation, and they use it to navigate. Nice use of the terms ‘echolocation’ and ‘navigate.’ These words give us precise meanings. Okay, tell me if this is what you mean [*writes on a chart*], ‘Bats use sound waves and echoes, which is called echolocation, to navigate ...’ Does anyone have anything to add to that? How can we elaborate on this topic?”

David: “Can I add on? I think we could say, [*reading the first part, which is written on the chart*], ‘Bats use sound waves and echoes, which is called echolocation, to navigate at night and capture their prey.’ They get their prey at night because they go out at night, and they sleep in the daytime.”

Ms. Castro: “David, nice job expanding and enriching that idea by adding important information about bat behavior.” [*She adds “at night and capture their prey” then pauses.*] “What you added after that is so important. I wonder if there is another word—a scientific word—we could use to mean what you said about bats going out at night and sleeping in the daytime. Does anyone remember that scientific word?”

The class (in unison): “Nocturnal!”

Ms. Castro: “Oh, that’s right! So, how about, ‘Bats are nocturnal, which means that they sleep during the day and are awake at night’? I wonder if it would make sense to put that information about bats a bit earlier.” [*The class agrees that this would make sense, and Ms. Castro circles the sentence and draws an arrow to where the class said it should be placed.*]

Ms. Castro: “Now that we have this information about echolocation, how can we write about the problem that bats have with echolocation because of what humans have done? Look at the charts we made when we were reading about this, and then talk with your partner about what you’re thinking about so that we have lots of ideas to include.”

Next Steps: Now that they have a model for the text they will create, students work in small groups to choose another species and develop an explanation about it, modeled on the bat explanation. They engage in student-led research about the species, using a protocol to guide them. Ms. Castro observes the groups closely and works with them flexibly as they encounter challenges. Students are well prepared for this work on their own, and the multiple perspectives and experiences that group members bring to the work enriches their final products.

As an extension of these activities, students will use their explanations to create small-group multimedia projects, including a video infomercial and companion blog post about their keystone species and the local ecosystem it lives in. As a class, they will also coconstruct a letter to the editor of their local newspaper that urges the newspaper to investigate species that are threatened in the area. Each of these writing tasks will be supported by genre descriptions like the one Ms. Castro provided in the lesson excerpt above for explanation, and through the coconstruction of models. Throughout, the focus will be on **using English purposefully**.

Sources: This vignette draws on Spycher, P. 2017. *Scaffolding Writing Through the “Teaching and Learning Cycle.”* San Francisco, CA: WestEd. The report provides more detail about each stage of the TLC, as well as about typical school genres and their language features.

See also Spycher, P., K. Austin, and T. Fabian. 2018. “The Writing-Centered Classroom.” *Educational Leadership* 75 (7): 54–59.

To learn more:

- Read about using the TLC in the early years on the following WestEd Leading with Learning web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link2>. This resource also offers links to other resources for learning about the TLC.
- The *CA ELD Standards* provides suggestions for teaching students about genres on pp. 164–174, including correspondences between the *CA ELA/Literacy Standards* and *CA ELD Standards* related to teaching about how English works.
- For further examples of genre-focused instruction at different grade levels, see this Google Sites web page for units on character analysis: <https://www.cde.ca.gov/sp/el/er/ch5.asp#link3>, and this web page for scientific argument: <https://www.cde.ca.gov/sp/el/er/ch5.asp#link4>.
- For an example of children learning to recognize patterns in language and develop genre awareness, see Paugh, P., and M. Moran. 2013. “Growing Language Awareness in the Classroom Garden.” *Language Arts* 90 (4): 253–267.

VIGNETTE

5.2

Writing Character Analyses in Fourth-Grade ELA

(Highlighting Interacting in Meaningful Ways)

Background

Ms. King is a fourth-grade teacher in a district with a majority EL population, many of them from immigrant families. Because many in the school and community are bilingual or multilingual, the school has a well-developed culture of linguistic and cultural awareness, respect for students, and support for their learning. However, the teachers in Ms. King’s PLC are concerned about children who have developed oral fluency that enables them to participate, but who still need support using academic language and strengthening their reading and writing. One of the district ELD coaches has been working with the team to plan units that use the ELA and ELD standards in tandem to support both **integrated ELD (iELD)** and **designated ELD (dELD)**.

The fourth-grade curriculum includes high-quality children’s literature, and the teachers have been engaging students in analyzing stories to set up contexts for reading and discussion that prepare them to write about a character’s development. The character development genre depends on students’ interpretation of characters’ feelings as they evolve across a narrative. Teachers have noticed that students are relying on “good and bad” and “happy and sad” dichotomies for almost all of their written responses. In their next unit of study, teachers want to extend students’ linguistic repertoires by engaging them in a deep analysis of the language an author uses to present characters’ attitudes. Recognizing the role of interaction in learning, they are working to be purposeful in building more opportunities for interaction into each lesson as students gain an understanding of how English works in the stories they are reading and in the character analysis genre they will write.

Lesson Context: Ms. King’s five-day unit of instruction will engage children in talk as they read *Marven of the Great North Woods* by Kathryn Lasky about eight-year-old Marven, who leaves his family in 1918 and goes to work in a lumber camp. The text gives the children an opportunity to think about what Marven encounters in this new context and how he develops as a character through his experiences there. Ms. King builds in multiple opportunities for student talk and teacher-led whole-group discussion to prepare students for the independent writing they will do when they write about Marven. The unit is grounded in a “big question” that gives all of the activities purpose: *“Will Marven want to stay in the Great North Woods or will he want to return home?”* This question sets up a context where students can develop their own points of view, as the story suggests that Marven was both fascinated and intimidated by his experiences. Over five days, the lessons unfold through activities designed to repeatedly focus children on the language of the text and interpreting the author’s language, as a means of better understanding the meaning of the story and the ways Marven develops as a person. Related **dELD** activities will further support the language goals.

Overview of the Week-Long Unit

Day One

Ms. King reads the story aloud and interacts with students to support a basic understanding (discussing unfamiliar vocabulary, the sequence of events, confusing ideas). The big question is discussed, as is the culminating assignment, when students will provide their own answers to the question at the end of the week by writing a character analysis genre. In **dELD** this same day, Ms. King provides additional vocabulary practice and a visual timeline for representing events in the story for students who need additional practice and support with talking about time. The timeline will be a resource for all students throughout the unit.

Day Two

Students work in pairs to discuss text segments selected by Ms. King to answer the question, “How does Marven feel at this point in the story?” Each pair has different excerpts and constructs a written response in a sentence or two on a chart that they then post. Ms. King facilitates the group work. (This lesson is presented in more detail below). Ms. King will carefully observe students’ developing uses of English as she circulates so she can address their progress in **dELD** sessions with different student groupings later that day (**Practice 4: Engaging in formative assessment**).

Day Three

Ms. King introduces the notion of *turned-up language* and provides examples. Students reread the text segments and the statements they wrote about how Marven felt and identify the language the author uses to present Marven’s feelings. They highlight turned-up language on the posted charts and discuss what that language shows about Marven. They identify the turned-up language as presenting positive or negative feelings (see more about turned-up and turned-down language in vignette 5.3). This extends the tasks they did on day two, where they wrote sentences that said what Marven thought or felt; now they are highlighting and analyzing the author’s language at that point in the story (**Practice 3: Understanding how English works**). In the **dELD** session that day, this work on intensifying and softening an expression in positive or negative ways will be a focus of instruction in ways relevant for students at different levels of ELP.

Day Four

The students share the charts they developed over days two and three. They look at how each group has characterized Marvin’s feelings, how his feelings evolve over the story, and how his feelings relate to the question about whether he is happy in the north woods. Ms. King facilitates a whole-class text-based discussion, with the students’ charts displayed. She then reminds students about the big question they will answer tomorrow from their own points of view. The students work in pairs to share the claims they will make and the evidence they will use for support, and prepare outlines of what they will write using a genre scaffold (see vignette 5.1 for a sequence of activities used to introduce a genre) **(Practice 1: Using English purposefully)**. In the **dELD** session that day, students will practice introducing a quotation from the text to support their claims, with a focus on the punctuation and “saying verbs” used for this purpose.

Day Five

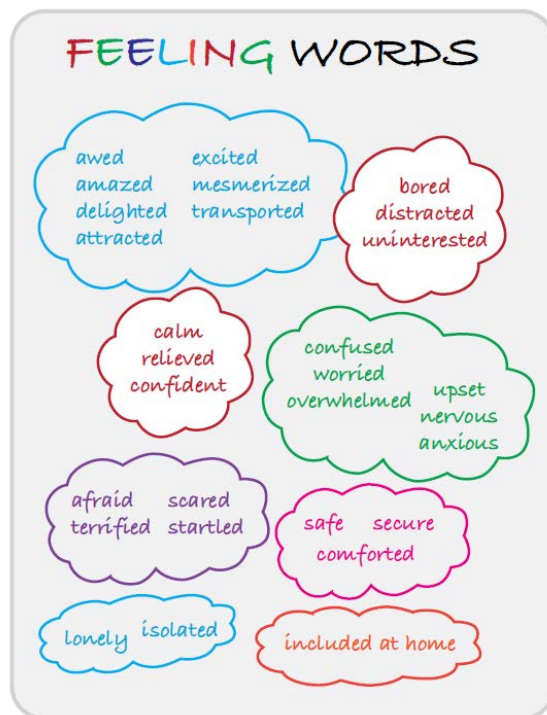
Students write individual responses to the big question, using the genre supports they are already familiar with for character development. In the **dELD** session that day, they practice identifying feedback areas and the language they will use to provide feedback to a peer on their writing to prepare them to engage in peer review **(Practice 4: Engaging in formative assessment)**.

The interaction in small groups engages the children in multiple opportunities to use the language of the author and recast it into their own language. The whole-group interaction gives them opportunities to present what they have rehearsed in their groups and to bring each group’s perspective to the whole group. Since each group has worked with language from different parts of the story, it is in the whole group that the evolution of Marvin’s feelings across the story can be fully analyzed.

Day two activities are developed further below.

Lesson Excerpts: On day two, Ms. King begins by talking about feeling words. She presents a chart she has developed that groups words that present feelings, like those the students are encountering in the story

(e.g., *amazed, excited, delighted, mesmerized, awed, confused, worried, nervous, distracted, overwhelmed, upset*). She reviews these with the class and urges them to choose words from the chart (see below) as they work with their segments, rather than using *good, bad, happy, or sad*. The chart was successful in supporting students' use of wider vocabulary, and students expressed appreciation by both looking at it and asking Ms. King to post it again on the essay-writing day. The chart helps them access a wider vocabulary for describing feelings, and in using that vocabulary they add to their language repertoires (**Practice 3: Understanding how English works**).



Ms. King then distributes charts that have quotes from key moments in the story in one column and space for interpretation in a second column. The students' task is to discuss the quotes and think about what Marven was feeling at that moment in the story. Once they agree, they will write a sentence that interprets the quotation on the chart, using their own words and the words posted by Ms. King to interpret the feelings presented in the quotations.

Ms. King asks the framing question for the day, "*How does Marven feel?*" and offers a sentence frame to support students' responses to this question and initiate dialogue with each other: "Marven feels ... because" As students work with a segment of text, the sentence frame supports their talk. Antonio and Daniyah have the following dialogue:

Student	What student says	What Ms. King is thinking
Antonio:	How does, Marven feels, um ...	[<i>listening</i>]
Daniyah:	he feels	Daniyah’s interaction supports Antonio by encouraging him to continue.
Antonio:	terrified. Marven	[<i>listening</i>]
Daniyah:	could be	Daniyah’s <i>could be</i> prompts Antonio to justify his response.
Antonio:	Marven feeled, feels terrified cuz, there’s, he’s, there’s a grizzly in front of him.	Antonio gives a reason (<i>cuz ...</i>).

As students repeatedly reread segments from the story, they become familiar with quotes that offer them textual evidence and use wording from the quotes again and again as they talk about how Marven felt and why. For example, the story describes what Marven encounters when he is sent to wake up the lumberjack. The text says, “*The jack’s beard ran right into his long shaggy hair; Marven couldn’t even find an ear to shout into.*” Interpreting what Marven must have felt at this moment, Dimeh suggests, “He feels nervous ... cuz look. **The jack’s beard ran**, he feel, feels nervous that he can’t **shout into any ear.**” Ms. King notes how he draws on the language of the text here (**Practice 1: Using English purposefully**).

The students' discussion also reveals misunderstandings and helps to clarify meaning:

Student	What student says	What Ms. King is thinking
Alyssa:	Um ... so wait. [<i>Reading the record sheet.</i>] Marven feels excited and relieved because ... he found out ... that ... was	[<i>listening</i>]
Kamel:	There was no grizzly ...	Kamel contributes to Alyssa's point.
Alyssa:	But there was a grizzly.	Alyssa disagrees with Kamel's addition.
Kamel:	No, there wasn't. That was ... eh, what are they talk about, it was actually.	Kamel disagrees with Alyssa's understanding of events.
Alyssa:	Oh, no. But, he saw the grizzly at first, and then he saw a big shadow and he thought it was another one.	Alyssa argues her point.
Kamel:	No he's, no, remember, it sound like a grizzly, eh, eh, [<i>inaudible</i>], guy that found it, he, Marven said, "I thought you were a grizzly" to that guy that he found.	Kamel quotes the story to help Alyssa recognize that Marven did not actually see a grizzly. Instead, he saw the shadow of a lumberjack and thought he was a grizzly.

As the students interact, they build on one another's talk and coconstruct responses. Ms. King plays an important role during these group discussions through careful observation and the contingent (in-the-

moment) scaffolding moves she offers to support students' conversations. One of her moves is to remind students to focus on the text when they begin to get off task. Sometimes this happens when students answer questions based on ideas that were not part of their specific segments. In that case, she cues students to focus on the segment by reading it aloud or asking a student in the group to read it. Sometimes she draws attention to a specific phrase in the segment that raises a question about what the students are deciding, or she asks the group to show her how the text supports their answer. Ms. King also offers contingent scaffolding by orienting students to where the text segment they are working with falls in the story sequence. Finally, she uses contingent moves to prompt students for evidence about what they are claiming. As she does this, Ms. King notes where students are struggling so she can address this in **dELD**, where students will work on learning the vocabulary and phrasing they will need to interpret meaning in the literary language of the story.

In the following example, Kamel and Alyssa are analyzing the last lines of *Marven of the Great North Woods* and focusing only on Marven's relief at there being no grizzly, but are not noticing how the author is showing how Marven is making a home for himself in the north woods.

Ms. King: "So, this is the very end of the story. And, um ... so that grizzly stuff has already happened. And now the lumberjacks are coming back through the woods, they're singing this nice song, Marven and Jean Louis start skiing with them and Marven starts humming with them. [*Reading the posted chart.*] Marven feels, what's this word?"

Alyssa: "Excited."

Kamel: "Excited and relieved."

Ms. King: “Because he found out there was no grizzly. That’s good. I think he also feels something else. ... How about this part where the, all the lumberjacks are coming, and it says at the end, ‘he hummed the tune they were singing.’ So he’s skiing with them and humming with them. How’s he feeling right now, do you think?”

Kamel: “Eh, happy.”

Ms. King: “What kind of happy? That’s, that’s what all these words are about. [*Pointing to the chart.*] There’s different kinds of happy. Tell me why you think he feels happy, and then we can figure out the right word.”

Kamel: “Eh, like, eh ... was happy ... like excited because, eh, he, there was no grizzly and he’s, eh, he’s, eh, going, he feels safe, like, he feels safe.”

Ms. King: “Safe is one of our words up there. He feels safe why, Kamel?”

Kamel: “Safe because he’s, eh, humming a tune with a big lumberjacks with axes.”

Ms. King’s prompting for elaboration and focusing students on additional events in the story are key teacher moves that prepare students to take positions and support them with textual evidence when writing their essays. The designed-in moments of interaction and the in-the-moment contingent responses to what students say work together to support the kind of interaction that students need in order to engage deeply with what they are reading and develop both language and content knowledge.

Next Steps: On day three, Ms. King introduces the terms *turning it up* and *turning it down* and, with the children, explores the many ways authors can strengthen or weaken the presentation of a character’s attitudes and feelings. Students return to their segments from the previous day and highlight examples of language that turns up or turns down the feeling they had identified. The focus on turning it up/down draws students’ attention to how English works, offering them a way to interpret what an author has written by recognizing the force with which an attitude is presented. It helps make explicit for students how authors’ word choices help readers infer characters’ feelings. Returning to the segments helps students see that authors can take an event, such as Marven seeing the huge shadows of the lumberjacks, and use it to show us something about how Marven is feeling at that point in the story (he is intimidated). Tracking Marven’s feelings over time in his new surroundings helps learners answer the big question, “*Will Marven want to stay in the Great North Woods or will he want to return home?*” with nuance, recognizing that he is both intimidated and fascinated and that his feelings gradually change. As he gets used to his new home his intimidation dwindles, leaving more fascination and eventual comfort. Analyzing the language used to describe Marven’s behavior and his new surroundings shows students the complexity of his experience, and the charts they make as they interact with each other track these feelings and show how they are conveyed through vivid language choices (**Practice 1: Using English purposefully**).

Following these lessons, the fourth-grade PLC shared what they noticed about students’ thinking and actions during the unit. As they shared, they realized that they had had a common experience of seeing students using vocabulary from the story and from their work with feeling words even outside of this instructional context. That reinforced a key idea that the ELD coach had been promoting—that focusing on vocabulary development while students are engaged in disciplinary tasks, and not through memorization or writing definitions, can lead to meaningful uptake and use of the new words in novel contexts.

Sources: This vignette was inspired by Rachel Klingelhofer’s research: Klingelhofer, Rachel, and Mary Schleppegrell. 2016. “Functional Grammar Analysis in Support of Dialogic Instruction with Text: Scaffolding Purposeful, Cumulative Dialogue with English Learners.” *Research Papers in Education* 31 (1): 70–88. This article was reprinted in P. Jones and J. Hammond (eds.). 2019. *Talking to Learn*, pp. 70–88. New York, NY: Routledge.

Text: Lasky, Kathryn. 1997. *Marven of the Great North Woods*. Harcourt Books.

To learn more:

- For materials that introduce the notion of turning up and turning down characters’ attitudes, see examples for grades two through five at the following Google Sites web page: <https://www.cde.ca.gov/sp/el/er/ch5.asp#link5>.
- See chapter 2 of the *CA ELA/ELD Framework* for more on supporting interaction in the classroom (e.g., p. 85 and fig. 2.15, Structures for Engaging All Students in Academic Conversations).

VIGNETTE

5.3

Analyzing Characters' Attitudes in
Third-Grade ELA

(Highlighting Understanding How English Works)

Background

Mr. Palmer teaches in a district with a majority of students who are ML and EL students, and every classroom has a broad mix of students at different proficiency levels. Mr. Palmer and his third-grade PLC colleagues know that their students not only need to use English purposefully and interact in meaningful ways using English, they also need to develop knowledge about English. One way they are helping students with **Practice 3: Understanding how English works**, is through activities where students learn to write different text types. Learning to retell, describe, explain, or persuade is now part of every unit of instruction for these teachers. But they also see the need to help learners at the level of sentence and clause structure so they learn the language that enacts those language functions and can make the language choices needed to write in authoritative ways. So along with teaching about the purpose and overall organization of a text type, they are helping students understand how to make language choices that help them present their ideas, interact with their audience, and move from sentence to sentence in ways that create a cohesive text.

To support this, teachers are infusing talk about language uses and choices into activities throughout each unit of instruction. As students read, they take time to analyze the text to see how some aspect of English grammar works. As students interact, they are guided to use expressions that help them achieve the goals of the talk. When they write, they learn about language choices that will help them meet the purposes of the writing task. This integration of a focus on language with a focus on meaning is supporting students in learning content while also learning about how English works.

The teachers have a main goal of enabling their students to write character analyses in ELA over the next semester. To support them with learning to write this text type, teachers have drawn students' attention to two relevant features of language and have practiced using them to talk about character development. One feature is the different meanings presented in verb phrases and how considering these kinds of meaning can help them analyze how a character develops. Students have learned about four kinds of meaning that verb phrases present: doing, saying, sensing, and being. The second feature consists of students focusing on how characters' attitudes and feelings are presented by using a literacy tool called the attitude line. Working with the attitude line helps readers consider how an author presents characters' attitudes and helps them analyze how characters change and develop across a story. Analyzing meaning in verbs and the ways attitudes are presented prepares students to draw on language from a story as evidence to support their interpretation and analysis of characters.

In their PLC, the third-grade teachers work together to prepare to teach each story in their curriculum materials, planning for how they will use talk about language and meaning to support children's engagement through close reading and support for writing. The story they are working on now is *Thunder Cake* by Patricia Polacco.

Lesson Context: The teachers plan to use *Thunder Cake* as an anchor text as they spend a week analyzing characters' attitudes and writing a character analysis. They have already introduced students to (1) the four kinds of meaning in verb phrases, (2) the attitude line, and (3) the character analysis text type. The work with *Thunder Cake* will provide more practice. In *Thunder Cake*, the two main characters are a girl (never named), who narrates the story and is afraid of thunderstorms, and her grandma, who distracts and comforts her and helps her cope with her fears. As a thunderstorm approaches and the girl is fearful, Grandma says, "This is Thunder Cake baking weather," and involves the girl in a set of activities

to bake a cake they enjoy at the end of the story. As they engage in these activities, the narrator experiences a range of feelings—from fear to bravery and happiness—as the story evolves.

Below is the week at a glance. Students have already been introduced to this way of analyzing language and the character analysis genre, so teachers will spend five days on *Thunder Cake* to help students practice these skills. They will read the story and analyze how the author, Patricia Polacco, uses language to create vivid characters.

Text: *Thunder Cake*, by Patricia Polacco

Inquiry Question: *What helps the girl during the thunderstorm? How do her feelings change?*

Lesson 1: Mr. Palmer and his students read the story with their usual interactive read-aloud practices, and he addresses the vocabulary and gaps in background knowledge that emerge in interaction with the children. They enjoy the story and talk about it.

Lesson 2: Mr. Palmer reminds the students what they know about how authors help readers learn about characters by telling us what they do, say, and *think* or *feel*. Students identify the verb phrases in sentences that show something about Grandma’s attitudes and feelings and in sentences that show something about the girl’s attitudes and feelings, and create an anchor chart.

Lesson 3: Students analyze the language the author uses to communicate a character’s personality to the reader by looking at dialogue and a character’s actions (what characters say and do). They use the *attitude line* to analyze the attitudes presented in a character’s actions and dialogue, characterizing them as positive or negative, and as *turned up* or *turned down*. Excerpts from this lesson are presented below.

Lesson 4: Mr. Palmer reviews the organization and language features of the character analysis text type (presented below), and students plan their writing, answering the question, “*What helps the girl during the thunderstorm? How do her feelings change?*”

Lesson 5: Students write about how the feelings of the narrator of *Thunder Cake* change as the thunderstorm develops.

Lesson Excerpts (from Day 3): Mr. Palmer begins by having students read the story in pairs, focusing on using good intonation and expression to show how the two characters feel at different points in the story (**Practice 2: Interacting in meaningful ways**). He then draws their attention to the chart they made in their interaction yesterday, when they identified the verbs that show something about how the characters feel. He points out two things about what the chart shows:

1. The chart highlights the whole phrase that the verb is part of to focus on how *attitudes* and *feelings* are presented by the author. Mr. Palmer tells the students to work in pairs and says: “We highlighted, ‘*made me grab her close.*’ What are the *verbs* in that sentence?” (Students identify *made* and *grab*, and Mr. Palmer has them think about other ways *made* is used with another verb to show that someone or something is being presented as responsible for an action, e.g., *she made me do it, the wind makes my eyes water.*) Then he asks, “What does the whole phrase tell us about the girl and how she is feeling?” Students also identify examples where the phrase they highlighted includes more than a verb and what additional meaning that phrase has (e.g., the way she was hugged [closer] and who was hugged [her] in “*hugged her closer*”; the adjectives in “*was scared, was brave*”).
2. Mr. Palmer then says, “In some cases, we didn’t highlight any words at all. When did we not do that?” Students focus on the examples where the quotation marks tell us a person is speaking, but the author does not use any verb to introduce the dialogue.

They discuss how they know who is speaking when the author does that. They also remind themselves again about the meaning of the word *cooed* that introduces Grandma’s words when she says, “Steady, child.” They talk about how the words that introduce a quote can tell us how the person says the words and what that shows us about their attitudes and feelings. The actual words they say also help us understand their feelings.

Characters’ Attitudes and Feelings in *Thunder Cake* by Patricia Polacco

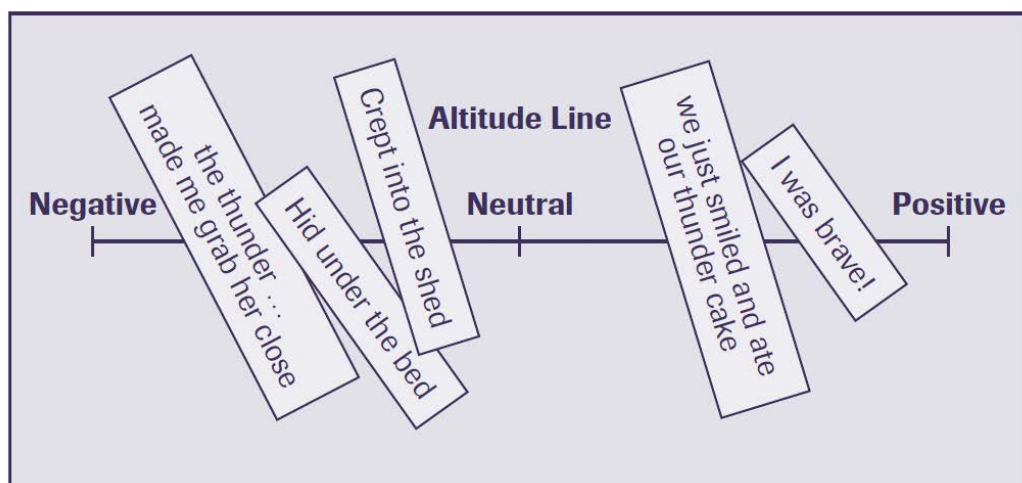
Character name: Girl

Words from story: <i>Character actions, dialogue, attitudes</i>	Attitudes: <i>Does it show feeling? What emotion?</i>
The girl hid under the bed. (DOING)	Yes: scared; really scared
the thunder ... made me grab her (Grandma) close (DOING)	scared of the thunder
“Thunder Cake?” I stammered as I hugged her closer. (SAYING)	scared of storm
Eggs from Mean old Nellie Peck Hen. I was scared. (SENSING)	scared
I was scared. She (cow) looked so big. (SENSING)	scared
I was scared as we walked. (The thunder) scared me a lot. (SENSING)	very scared
Lightning flashed as I crept into the dry shed. (DOING)	No
I thought and thought as the storm rumbled closer. She was right! I was brave! (SENSING)	happy, proud
... we just smiled and ate our Thunder Cake. (DOING)	happy, proud, not afraid

Character name: Grandma

Words from story: <i>Character actions, dialogue, attitudes</i>	Attitudes: <i>Does it show feeling? What emotion?</i>
“Child come out from under that bed. It’s only thunder you’re hearing.” (SAYING)	maybe annoyed; not afraid of the storm
“Steady, child,” she cooed . (SAYING)	loves the girl
“Don’t pay attention to that old thunder.” (SAYING)	not afraid of the storm
“When you see lightning, start counting ... real slow.” (SAYING)	No

Next, Mr. Palmer reminds students about the attitude line they have used before to talk about how strong characters’ attitudes are and the words authors use to turn up and turn down attitudes. He reminds them that they can see attitudes in verbs, adjectives, and adverbs. He then asks students to work in groups of three with their own copy of the attitude line, to place each of the attitudes they identified on the attitude line where they think it goes. Then the students post their attitude lines on the wall and walk around to see how their group’s attitude line looks different from the lines of other groups. One of the attitude lines looks like this:



Using evidence from the story when they write will support their judgments and make their character analyses stronger. Students discuss whether *crept into the shed* is closer to neutral than *hid under the bed*. They decide it is, since the girl feels this way after she and Grandma have started gathering the ingredients for the cake, so at that point she is starting to feel a little less scared than when she hid under the bed. Mr. Palmer reminds students that the author is using verbs to show the girl's actions, and that they are interpreting the actions here. To promote students' sharing of their thinking and reasoning (**Practice 4: Engaging in formative assessment**), Mr. Palmer makes it clear that there is no right answer. They can choose the evidence they think will support their claim about the character, and it will be evaluated according to how they interpret and make sense of it when they write.

Students also discuss where *I was brave* belongs on the attitude line and share different perspectives about how strong they think the expression of feelings is at different points in the story. Mr. Palmer points out that when authors use adjectives to present characters' feelings, they are telling the reader directly how the character feels. These feelings do not need to be interpreted in the same way attitudes expressed by doing or saying have to be interpreted for the reader of their character analysis, and the students identify examples on the charts. Finally, the students talk about the different ways the girl feels at different times in the story, and the different ways Patricia Polacco helps them understand her feelings. Mr. Palmer ends the lesson by reminding students that tomorrow they are going to write their own analysis about the ways the girl's attitudes change across the story, and they will use the work they did today to offer evidence about the claims they make.

Next Steps: The next day, Mr. Palmer reviews the features of the character analysis text type that the teachers in his PLC are supporting students in writing. The organizational structure is:

- Make a claim about the character.

- Introduce evidence. (What has happened in the story just before the quote you will use?)
- Present the evidence. (Use a quotation from the story to support your claim. Be sure to use quotation marks!)
- Interpret the evidence to show whether it is presented as doing or saying. (For example, “*she hid under the bed*” needs to be interpreted as “*she was really scared!*”)
- Tell us how the evidence supports your claim. (You can use “That shows ... ” to introduce this move.)
- Students work in pairs to share and develop their claims, choose the evidence they will use, and develop an outline for their character analysis.

Finally, students write their character analysis, answering the questions, “*What helps the girl during the thunderstorm? How do her feelings change?*” They get feedback from a peer, using a rubric that reminds them about the structure and features of the character analysis text type, and then revise and turn in their essays (**Practice 4: Engaging in formative assessment**).

Sources: This vignette is based on research from the Language and Meaning Project, led by Mary Schleppegrell and Annemarie Palincsar. The project website, which can be found on the following Google Sites web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link6>, provides links to materials for supporting students in grades two through five in learning about functional grammar.

Materials for the *Thunder Cake* lessons from which this vignette was adapted can be found on the Google Sites web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link7>.

Information about the attitude line is found in Schleppegrell, Mary, and Jason Moore. 2018. “Linguistic Tools for Supporting Emergent Critical

Language Awareness in the Elementary School.” In *Bilingual Learners and Social Equity: Critical Approaches to Systemic Functional Linguistics*, edited by R. Harman, pp. 23–43. New York, NY: Springer.

Text: Polacco, Patricia. 1990. *Thunder Cake*. Philomel Books.

To learn more:

- To learn more about functional grammar, see de Oliveira, Luciana C., and Mary J. Schleppegrell. 2015. *Focus on Grammar and Meaning*. Oxford, UK: Oxford University Press.
- See Part II of the *CA ELD Standards*, “Learning About How English Works,” in **integrated ELD** (pages 108–114) and **designated ELD** (pages 115–119) and for the grade levels.
- Vignette 3.1 in the *CA ELA/ELD Framework* (page 191) offers an example of kindergarten students in a DLI program identifying the purposes of the moves they can make in retelling a story. Snapshot 5.3 in the *CA ELA/ELD Framework* (page 446) offers an example of fourth-grade ML and EL students using meaningful metalanguage to talk about how an author presents characters in a narrative text.

VIGNETTE

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Math Detectives in
Third Grade Math

(Highlighting Engaging in Formative Assessment)

Background

Ms. Cuevas teaches third grade in a transitional kindergarten through grade eight public charter elementary school in Los Angeles that serves Latinx, largely immigrant background students. The majority of students arrive at school speaking Spanish, some with little or no English experience. The school offers families two strands: a developmental bilingual program to ease the transition into English-language classes and mainstream English medium instruction. Ms. Cuevas teaches in an English medium classroom; one-third of her students are designated as EL students at Emerging or Expanding levels of English. Ms. Cuevas is a native speaker of Spanish and formerly taught first and second grade in a DLI program. She team teaches with Mr. Martínez. They plan together and group their students strategically for different activities at different points during the day, sometimes clustering students by their ELP levels, sometimes using cross-proficiency pairings, and sometimes clustering students by their strengths in academic content areas, such as mathematics and ELA.

The school has adopted a free, open educational resource as its ELA curriculum that focuses on developing core literacy skills through real-world content. With downloadable content-based literacy modules, teachers are guided in using authentic trade books with materials that include texts related to the sciences, social studies, and mathematics, offering opportunities to provide **integrated ELD (iELD)** in these subject areas. At the third-grade level, a one-hour Additional Language and Literacy (ALL) block provides opportunities for differentiated **designated ELD (dELD)** instruction focused on ELD standards. Ms. Cuevas and Mr. Martínez also regularly meet with the principal, who has a strong track record as an effective instructional leader. She assists them with adapting

the curriculum further, choosing texts and materials that represent the children’s linguistic and cultural backgrounds, as well as their immigrant experiences, so the children can see themselves reflected in and relate to what they are learning.

In mathematics teaching, which is the focus of this vignette, Ms. Cuevas was previously trained in the Cognitively Guided Instruction (CGI) approach to student-centered mathematics teaching that is designed to build on children’s intuitive problem-solving processes. Professional development in CGI provided coaching that is embedded in Ms. Cuevas’s classroom, so she learned to support students in developing strategies to solve mathematical problems aligned with California’s mathematics standards. The approach relies heavily on language as it engages students with each other’s mathematical ideas as they develop the discourse and identities of mathematicians. Additionally, there is an emphasis on adapting instruction to ensure that students at all levels learn mathematics with understanding.

Lesson Context: Four months into the school year, Ms. Cuevas has established a number of routines for assessing the progression of her students’ English language and content learning formatively. This mathematics lesson shows how she monitors how well her students are developing English skills in reading, writing, listening, and speaking as evidence of their progress during **iELD** instruction. This lesson asks students to decide which mathematical operation is appropriate for solving a specific word problem. Ms. Cuevas calls her students Math Detectives to engage them in the excitement of finding clues to their answers.

Lesson Learning Goal: *Mathematicians understand when to use any of the four operations to find the unknown in a one- or two-step word problem.*

This goal is aligned with several CA Common Core State Standards for Mathematics at grade three focused on mathematical practices and problem solving. In her lesson plan, Ms. Cuevas also noted *CA ELD*

Standards tied to the *CA ELA/Literacy Standards* at grade three that she can support during **iELD** instruction, including aspects of **Interacting in Meaningful Ways** and **Understanding How English Works**.

Success Criteria: Ms. Cuevas’s formative assessment is guided by three success criteria that she writes on the whiteboard to share with her students at the start of the lesson:

- I can explain what the problem is asking me to do.
- I can represent my strategy for solving the problem.
- I can explain and justify why my strategy works.

The culminating assignment is for students to share (orally) their mathematics problem-solving strategies with a partner.

To prepare students to successfully accomplish the culminating assignment, Ms. Cuevas addresses several of the ELD standards during a period of **dELD** the same morning, differentiating instruction for all of her students. During the ALL block, she anticipates a range of language needs in the later mathematics lesson, namely, language to support communication during independent and partner work, how to listen to others for specific information, and how to create a cohesive explanation and justification. While her non-EL students are paired to focus on these target skills, Ms. Cuevas supports her EL students (**Practice 1: Using English purposefully**) for the upcoming mathematics tasks by practicing with sentence stems that will support them in the “Number Talk—Same but Different” activity (see below). She pairs her EL students heterogeneously, with students at the Emerging level paired with students at the Expanding level so they can authentically learn from one another. Students are given images of animals in a zoo setting and encouraged to start their conversations about what is the same or different about the animals using the following sentence starter with a formulaic expression:

- **I notice that ... but**

and to follow up each other’s comments with the following conversation extenders:

- **In my opinion ...**
- **I agree with ...**

While the students work, Ms. Cuevas circulates around the classroom—listening closely to the students’ conversations to formatively assess their conversational abilities. She notes whether students need her intervention (e.g., to learn comparative adjectives such as *taller*, *smaller*, *biggest*), more practice (e.g., to organize ideas into same or different characteristics), or can move on to another aspect of language used in partner work (e.g., accurately retelling what a partner said) (**Practice 4: Engaging in formative assessment**).

Because of this preparation in **Practice 1: Using English purposefully**, Ms. Cuevas is confident at the start of the mathematics lesson that all of her students have the skills and strategies needed to then engage each other in meaningful mathematical conversations (**Practice 2: Interacting in meaningful ways**). The lesson begins with the 10-minute warm-up task “Number Talk—Same but Different,” in which dots on an image of a domino and an image of four tiles that sum up to the same total are used to have the students think silently, then share with a partner in what ways the two images are the same but different (e.g., the two halves of the domino have two sets of three dots, whereas the four tiles each have three dots). Students’ ideas are shared with the whole class using a Venn diagram for “same” and “different.” Ms. Cuevas uses this warm-up task formatively to determine whether any of the students’ mathematical ideas or language choices need clarifying before she moves on (**Practice 4: Engaging in formative assessment**).

Becoming Math Detectives: Ms. Cuevas introduces the notion of being Math Detectives to the students, making a connection to mathematicians who must determine from a word problem what information is given and what is unknown. Students are then given a problem to unpack. Ms. Cuevas

guides their thinking with a visualization activity, followed by independent practice in solving the task. At a midpoint check-in, she shares interesting strategies that she is seeing in class and reminds students of the lesson learning goal and success criteria. The class then shifts to partner work to orally share strategies for solving the word problem and ends with two students sharing their strategies and the other students asked to think of some of the similarities and differences in the strategies.

Some of Ms. Cuevas's formative assessment strategies in this lesson are planned ahead of time and some are moment-by-moment decisions to check in with the class as a whole or with individual students and assess their language comprehension and production, as well as their mathematics understanding. These strategies are exemplified in the excerpts below.

Lesson Excerpts: During the independent task practice, students must solve the word problem by selecting sets of numbers for the blanks (e.g., 9, 10, 5, or 12, 5, 3).

Problem:

A pet store had _____ horned frogs. The frogs laid _____ eggs each. All but _____ of the eggs hatched. How many baby horned frogs does the pet store have?

Ms. Cuevas: “Okay mathematicians, as Math Detectives you need to think about what tools can help you.”

Ms. Cuevas gives the students a few minutes to get started and then begins to conference with individual students to elicit evidence of their mathematical understanding and their use of strategies, along with how they are using English to convey these two aspects. She has a set of probing questions for all the students as well as questions she plans to ask her EL students specifically that focus on ordering information using discourse markers such as *first*, *then*, *next* and on retelling and explanation skills.

Ms. Cuevas: “Danny, tell me about your idea.”

Danny: “Here a 12. Here a 5 and here 3.”

Ms. Cuevas: “Great, Danny. I like that you are challenging yourself with these numbers. Before you used friendly numbers to multiply. Tell me what you are thinking.”

Danny: “60 and I did 12 and this is 5 and only 3.”

Ms. Cuevas: “Let’s start with the number of frogs and the number of eggs they laid. What did you do first?”

Danny: “12 times 5.”

Ms. Cuevas: “So, the operation you selected from our Four Operations Chart was multiplication to get 60 eggs in total. But then what? What do you understand about the number that hatched?”

Danny: “Is hatched is out?”

Ms. Cuevas: “Oh yes—that’s right. What about ‘all but’? I want you to listen to Gabriela explain what she did last to solve her problem.”

[Gabriela describes her strategy using 9, 10, 5.]

Ms. Cuevas: “Can you retell what Gabriela said?”

Danny: “Oh wait. So 57. I take away 3 and 60 is 12 times 5.”





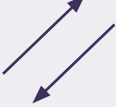

Ms. Cuevas: “Okay, Danny, when I call on you to share, can you tell what you did *first*, *then*, *next* and put it all together? And, while we wait for others to finish, what if I give you the numbers 7, 13, and 11 to try?”

Ms. Cuevas takes the opportunity to formatively assess Danny's comprehension in the moment when Danny says "and only 3"; she realized in the moment that "all but 3" is an idiomatic way of expressing subtraction in English and gives him a chance to figure this out in context from his partner Gabriela's explanation.

As Danny was speaking, Ms. Cuevas also jotted down what he was saying verbatim so she could use this information as formative assessment. Using the Dynamic Language Learning Progressions (DLLP) approach (a series of interpretive frameworks for teachers to decide where students are in their learning at the word, sentence, and discourse levels), she looked more closely at where she would place Danny on the progressions.¹¹ She realized that some of her own confusion with understanding Danny's explanation was because he did not clearly signal the order of his actions. To address relevant skills targeted in Part II of the *CA ELD Standards*, such as structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas, Ms. Cuevas used the Coherence and Cohesion DLLP to determine that Danny's use of conjunctions (e.g., *and, but, or*) and transition words (e.g., *first, then, next*) placed him at the DLLP Emerging phase of development (**Practice 4: Engaging in formative assessment**). From the DLLP, Ms. Cuevas knows that students at this phase typically rely on just one repeated conjunction to connect their ideas, as in Danny's case, and her job now is to expand his repertoire to include other conjunctions and transition words that will facilitate meaning making for his listeners (and possibly his future readers).

To achieve this language learning goal with Danny, Ms. Cuevas decides she will adapt the Showing When Events Happen chart in the Analyzing Complex Sentences in Science Texts vignette in the *CA ELA/ELD Framework* (CDE 2015, 384), introduce it during **dELD** instruction, and make it available during **iELD** to assist students who are transitioning from Emerging to Expanding ELP levels and who will benefit from practice in ordering events or procedures.

The lesson closes with a routine Ms. Cuevas has established to support students' autonomous learning through the self-assessment of their understanding (**Practice 4: Engaging in formative assessment**), in whichever language they prefer. She directs the students to choose and then draw one of the symbols from the chart (below in Spanish version) in the margins of their work, to record how they felt about meeting the mathematics learning goal. This information is used by Ms. Cuevas in her next lesson to differentiate instruction by giving individual students more challenging word problems to work on, pairing students to assist each other, or grouping students with similar challenges so she can reteach aspects of this lesson.

Símbolos de autoevaluación	
	¡Tengo esto!, y listo para algo nuevo.
	Me siento bastante bien con esto, pero quiero practicar un poco más.
	Necesito más tiempo para tener éxito en esto.
	Necesito trabajar con un compañero para tener éxito en esto.
	Necesito un descanso o hacer un cambio para tener éxito en esto. Ajustaré mis números o dejaré este problema a un lado, haré otra cosa y luego volveré a resolverlo.
	Necesito la ayuda de la maestra para tener éxito en esto.

Source: “Chart of Self-Assessment Symbols” translated and adapted by Gabriela Cárdenas from Zager, Tracy J. 2017. *Becoming the Math Teacher You Wish You’d Had: Ideas and Strategies from Vibrant Classrooms*. Portsmouth, NH: Stenhouse Publishers. Used by permission of the publisher.

(The English translations for this chart are as follows: 1. I have it and I am ready for a new one. 2. I feel really good about it, but I want to practice a bit more. 3. I need more time to finish this. 4. I need to work with a partner to finish this. 5. I need a rest or a change before I finish this. I am going to put this problem aside and do something else and come back to solve it. 6. I need help from the teacher to finish this.)

Next Steps: Ms. Cuevas suspects that sometimes her students may know the mathematics but cannot always express themselves in English. However, she also knows that asking her students to explain and justify their problem solving in Spanish does not always help to convey their mathematics understanding either. At their next planning meeting, Ms. Cuevas shares with Mr. Martínez her observation that her students do not have academic language experiences in Spanish, and so it is unlikely that they will substitute Spanish translation equivalents for terms like whole number and rounding, even if she were to elicit explanations in the students’ first language. Mr. Martínez suggests using additional one-on-one conferencing as a formative assessment strategy with students who have placed primarily at the Not Yet Evident or Emerging phases on the DLLPs that characterize students’ explanatory discourse. He encourages Ms. Cuevas to use a multisemiotic approach to elicit evidence of their mathematics explanation and justification abilities so she can more accurately tailor next steps in **iELD** instruction for each student, while at the same time learning more about their mathematics understanding (Bailey et al. 2020). For example, students can draw a representation of their solved problem using domino images, and Ms. Cuevas can then model the English necessary to describe the representations, have the students repeat her description, and write down the students’ words to provide a model response for explaining and justifying similar word problems.

Sources: This vignette draws on work by Alison Bailey, Margaret Heritage, and Gabriela Cárdenas for the DLLP Project. Read about language progressions and formative assessment during content lessons in *Progressing Students’ Language Day by Day* (2019, Thousand Oaks, CA: Sage/Corwin Press), and in “The Role of Language Learning Progressions in Improved Instruction and Assessment of English Language Learners” (2014, *TESOL Quarterly* 48 (3): 480–506), both by Alison Bailey and Margaret Heritage; and in “The Discourse of Explicitness: Mathematics Explanatory Talk and Self-Assessment by Spanish-Speaking Emergent Bilingual Students in Elementary Classrooms” (2020, *Theory Into Practice* 59 (1): 64–74) by Alison Bailey.

To learn more about the ELA and math curricula used, see the following EL Education web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link8> and the CGI Math Teacher Learning Center web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link9>. See also Los Angeles Unified School District’s *2018 Master Plan for English Learners and Standard English Learners*, found at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link10>.

To learn more:

- The Teachers College Reading and Writing Project video “Using a Learning Progression to Support Self-Assessment and Writing about Themes in Literature: Small Group Work (3-5),” available at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link11>, shows an ELA teacher working with students to place their writing on a learning progression.
- The Dynamic Language Learning Progressions (DLLP) website with resources for implementing the DLLP approach to formative assessment of language and content areas is found at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link12>.
- A professional learning module about formative assessment and how it fits within a comprehensive student assessment system, “Critical Content Supporting Statewide Formative Assessment Practice,” is found on the WestEd website at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link13>.

- “The Role of Assessment in Learning and Teaching Mathematics with English-Speaking and English Learner (EL) Students.” Bailey, A. L., C. A. Maher, L. C. Wilkinson, and U. Nyakoojo. 2020. In *Theory to Practice: Educational Psychology for Teachers and Teaching*, edited by S. L. Nichols and D. Varier. Washington, DC: AERA.

Next Steps

How do teachers implement these practices? Schools working to fully implement the *CA ELA/ELD Framework* mention two key features of their work. The first is the unified and intensive planning of PLCs, with support from ELD resource teachers. While teachers report that this is a lot of work, they are pleased with the gains they see in students’ performance. The second feature is an orientation not just to a set of strategies, but to key routines that are part of both integrated and designated ELD, with different levels of intensity according to the group being engaged. Practices that shape the instruction over several days, such as using interactive read-alouds or the TLC, help teachers set up contexts for meaningful, purposeful use of language, robust interaction, teaching about how English works, and formative assessment. Then, as teachers engage in in-the-moment interaction with students, drawing on routines such as unpacking sentences, collaborative text reconstruction, joint construction, and others, they enable these practices to become embedded in the classroom discourse.

This chapter concludes with an invitation to readers to explore the ways the vignettes illustrate the four practices this chapter has outlined. In PLC groups or individually, teachers can consider how the teaching described in the vignettes is similar to or different from their own and what that might imply for implementing the approach presented. Teachers can identify where each of the four practices are referred to, how they use those practices to support students’ language learning and content learning, and how that engagement is different for integrated and designated ELD instruction. Relating the examples to their own contexts, teachers can consider how they could adapt the practices in ways that would be relevant for them. Additionally, this work

needs to be supported by administrators and others in leadership positions and involve literacy coaches and others who help implement integrated and designated ELD. Within the elementary school setting, such discussions can be part of continuous improvement and action research. These discussions are also useful in pre-service teacher education contexts. Below are suggested steps for reading, reflecting on, and discussing the classroom vignettes in professional learning.

Guiding Questions for the Classroom Vignettes

Step 1: Select one of the four vignettes in this chapter to unpack in a PLC or independently.

Step 2: Conduct a first reading of the vignette. Highlight where integrated and designated ELD are illustrated and where each of the four practices presented in this chapter are expressly mentioned.

Step 3: In a PLC (or, if working solo, during an independent second reading of the vignette), use the following guiding questions to frame the discussion or reflection:

- **Background:** In what ways are the classrooms and schools described in the vignette similar to or different from your classrooms in terms of student composition, teacher experience, and so forth? Do you have experience with any of the named instructional practices or curricular materials? If so, share about them with your PLC, if possible.
- **Lesson Context:** In what concrete ways do teachers in the vignette engage students in language learning and in content learning? How is engagement different for integrated and designated ELD instruction? How are they related?
- **Lesson Excerpts:** What was most interesting to you about the snippets of classroom conversations and instruction in this section of the vignette? In what ways did these excerpts bring to life the four practices? What insights did you gain into teacher thinking?

- **Teacher Reflection:** In what ways are the teacher’s next steps ones that you would take? What supports and resources would you need in order to take similar next steps with your students?

Acknowledgments

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Endnotes

- 1 The first four quotes come from elementary teachers who were part of a five-month pilot study of implementing language learning progressions as support for teacher formative assessment of ML and EL students' language and content learning (Bailey and Heritage 2019a). The fifth quote is from work with elementary school teachers who were learning to talk about language and meaning with ML and EL students (Schleppegrell et al. 2019).
- 2 For more detailed information on California's ML and EL students, see chapter 1 of this book.
- 3 Provision for the different language instruction education programs offered by school districts is made by California *Education Code* sections 305(a)(2) and 306(c)(1–3). Information found in *CalEdFacts* (accessed April 8, 2019) is available on the CDE Facts about English Learners in California web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link17>.
- 4 The *EL Roadmap Teacher Toolkit* is available from the Californians Together web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link18>.
- 5 See page 83 in the *CA ELA/ELD Framework* (CDE 2015) for more on register.
- 6 Contrastive analysis is the explicit comparison of one language with another, for example, to point out that Chinese does not have verb tenses to express past meanings in the same way English does, or that Spanish and English have many cognates. Drawing attention to the ways English is similar to and different from other languages helps students learn more about both languages. For more information about contrastive analysis, see the Center for Teaching for Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link19>; or, for Spanish contrasts, see the Pearson School web page at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link20>.

- 7 These concepts are further developed in CDE resources, including the *CA ELA/ELD Framework* (chapters 2 and 9), *Science Framework for California Public Schools*, and *California Practitioners' Guide for Educating English Learners with Disabilities*.
- 8 The *California Practitioners' Guide for Educating English Learners with Disabilities* can be found on the CDE website at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link21>.
- 9 The CDE 2020–21 English Language Proficiency Assessments for California (ELPAC) Information Guide can be found on the CDE website at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link22>.
- 10 Metalanguage is language about language. It uses terms such as *syllable*, *noun*, and *present tense*, but also *introduction*, *argument*, and other words students learn in order to talk about language as they learn language and school subjects.
- 11 The DLLP can be found on the Dynamic Language Learning Progressions website at <https://www.cde.ca.gov/sp/el/er/ch5.asp#link23>.