• Building students’ abilities to engage in a variety of collaborative discussions about content and texts
• Developing students’ understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in fourth-grade texts and tasks
• Raising students’ language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language as they learn to wield these language resources. During designated ELD children engage in discussions related to the content knowledge they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also discuss the new language they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they are reading in science or ELA by analyzing and discussing how the language in the text is used to convey meaning. Alternately, students might directly learn some of the general academic vocabulary from the texts they are reading in ELA or social studies by discussing the meanings of the words and then using the same vocabulary in structured conversations and collaborative writing tasks related to the content.

Since designated ELD builds into and from ELA and other content areas, the focus of instruction in grade four depends on what students are learning and what they are reading and writing throughout the day. As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency. This intensive focus on language, building into and from content instruction, enhances students’ abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and builds their content knowledge. Examples of designated ELD aligned to different content areas are provided in the following snapshots as well as in the vignette that concludes this grade-level section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapters 1 and 2 of this ELA/ELD Framework.

Snapshot 5.3. Identifying Characters’ Actions and Feelings in Narrative Text

In English language arts, Mrs. Thomas is teaching her fourth graders to read short stories more carefully. The students have learned to mark up their texts to indicate their understandings of the text’s topic, their views of what the author wants them to think (e.g., about a character’s motives), and their questions about wording or ideas. She structures many opportunities for her students to re-read the short stories and discuss their ideas.
Snapshot 5.3. Identifying Characters’ Actions and Feelings in Narrative Text
Designated ELD Connected to ELA in Grade Four (cont.)

During designated ELD time, Mrs. Thomas works with a group of EL students at the Expanding level of English language proficiency. She knows that it can sometimes be difficult to know what is really happening in a story because the language used to describe characters, settings, or behavior is not always explicit, and inferences must be made based on the language that is provided. She shows her students some ways to look more carefully at the language in the short stories they are reading in order to make these inferences. For example, she explains that in literary texts, sometimes authors express characters’ attitudes and feelings by telling (e.g., She was afraid; he was a tall, thin man), thus providing explicit information to readers. However, in stories, authors often convey meanings about characters by showing through actions or feelings (e.g., She screamed; She felt a chill running up and down her spine; He was a string bean of a man.), thus requiring readers to make inferences about characters based on ideas that are implicit in the language.

After discussing how authors use this explicit and implicit language to suggest what characters are thinking or feeling, modeling ways to find examples in short stories students have already read, and engaging her students in a whole class discussion about the language used and inferences they could make, Mrs. Thomas guides the students to mark up a section of one of the short stories with her on the document reader. She also displays a chart to help the class organize and record the textual examples they find (an excerpt follows).

<table>
<thead>
<tr>
<th>Characters’ Thoughts, Feelings, and Behavior in Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Telling Examples</strong></td>
</tr>
<tr>
<td>She was distraught.</td>
</tr>
<tr>
<td><strong>Showing Examples</strong></td>
</tr>
<tr>
<td>She sighed deeply.</td>
</tr>
</tbody>
</table>

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

CA ELD Standards: ELD.PI.4.1, 6a, 7, 10b, 11; ELD.PI.11
CA CCSS for ELA/Literacy: RL.4.1, 3, 4; L.4.5
Related CA Model School Library Standard: 4-2.1a Extract and record appropriate and significant information from the text (notetaking).
In mathematics, Mr. Jones structures activities in which students work together to explain why they are doing things a certain way or to argue for particular viewpoints. He understands that meaning in mathematics is made not just through language but also through symbolic mathematical expressions and visual diagrams. He has observed that his students are most comfortable working through math problems by using language they are familiar with but that their mathematical language expands as they learn new concepts. Therefore, he accepts the language his students use as valid, and he encourages them to use familiar, everyday language as they engage in math practices. At the same time, he teaches his students precise mathematical terms, and he carefully provides scaffolding to stretch his students’ language while focusing primarily on reasoning and building up his students’ mathematical knowledge. For example, during mathematics instruction, he might recast what a student is saying in order to stretch the student’s language.

Arturo: The rectangle has parallelogram and the triangle does not have parallelogram.

Mr. Jones: You’re saying that a triangle is not a parallelogram. Is that what you are saying?

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

During designated ELD time, Mr. Jones helps his EL students who are new to English and at the early Emerging level of English language proficiency explain their mathematical thinking by drawing attention to the verbs used to identify (e.g., is/are) and those used to classify (e.g., has/have) geometric shapes. He has his students work in pairs to ask and answer questions about the shapes. He shows them how in English, when we ask questions, the order of the subject and verb are reversed, and he supports their use of the new language with sentence frames:

Is this a (shape)? This is a (shape) because it has (attributes). This (shape) reminds me of ___ because it ___.

In this manner, Mr. Jones supports his students to develop some of the language needed to convey their mathematical understandings. In subsequent lessons, he will help his newcomer ELs add on to the language they have developed, so they can convey their understandings of fourth-grade mathematics. Mr. Jones observes his students closely during math instruction to determine when and how they are applying their learning of the mathematical terms and the related grammatical structures, so he can provide just-in-time scaffolding and continue to plan designated ELD instruction that meets his students’ developing needs.

**CA ELD Standards:** ELD.PI.4.1, 3, 11a, 12a; ELD.PII.4.3

**Related CA CCSS for Mathematics:**
4G (Geometry).1.2 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.