Green Lights & Red Flags
for Designated and Integrated ELD
in CA

GENERAL ELD PRACTICE

ELD Standards are:
- Taught in both D-ELD & I-ELD
- The focal point of D-ELD instruction
- Used in tandem with content standards during I-ELD instruction & D-ELD
- Woven into the teaching of all content
- Used as part of carefully designed, systematic, comprehensive instruction

ELD Instruction:
- Is responsive, building into and from content
- Centers around a language objective
- Provides student opportunities to read, talk, listen and write about complex text and concepts
- Involves traditional and non-traditional text and media
- Focuses on using language for meaning-making
- Leverages culturally responsive teaching, honoring students' primary languages and home cultures

Students are:
- Provided specific feedback on language production

ELD Standards:
- Are not taught daily as part of *both* D-ELD *and* I-ELD
- Are taught in isolation or devoid of content connections
- Are supplanted by ELA Speaking & Listening standards

ELD Instruction:
- Is not geared specifically for English learners
- Is not differentiated around language proficiency levels
- Over-relies on worksheets as a primary resource for language learning
- D-ELD Is not a protected part of the daily schedule
- D-ELD time is focused on vocabulary instruction, reading instruction, remediation, or intervention, rather than on developing academic language in English

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When planning, teachers consider how to:

- Carefully sequence tasks to help students concurrently build knowledge and use the English language
- Develop language frames based on proficiency level descriptors
- Purposefully align language scaffolds to concept/skill targets and language development goals
- Anticipate language needs without over-scaffolding

When teaching, teachers:

- Explicitly model…
  - the use of reading, writing, and discussion strategies with light content before students use them with light content
  - how to use strategies with heavier content before students use them with heavy content
  - and encourage the use of academic language, including academic vocabulary and sophisticated grammatical structures
  - how to use tools such as outlines or graphic organizers to analyze, discuss, and create texts
- Decide when to strategically draw back the use of supports as students internalize them
- Offer strategic and constructive feedback based on language objective and understanding of language needs
- Allow students to grapple with content before bridging in academic language structures such as sentence or paragraph frames
- Formatively assess and adjust scaffolding & instruction

- Language frames:
  - Are the sole scaffold during the lesson
  - Are not differentiated according to proficiency level
  - Are used as permanent, rather than temporary, supports
- No scaffolding is provided when:
  - Assigning activities
  - Engaging with complex text
- SDAIE is used *in place of* I-ELD
- Teacher modeling is absent from lessons

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Students:

- Collaboratively interact with others, both orally and in writing, using a variety of media
- Engage in conversations with multiple exchanges that build on one another's ideas
- Shift between formal and informal language registers depending on context, including audience, task, purpose, and setting
- Learn and use the language needed to engage with content
- Determine word meaning using word-learning strategies
- Analyze how writers and speakers use language resources to accomplish specific goals
- Use language to justify and support their ideas orally and in writing
- Engage in interaction (oral or written) in various manners and structures, depending upon goal

- Text and or content is simplified
- There is no extension within or across domains (speaking, listening, reading, writing)
- Informal register is devalued
- Student talk lacks intentionality
- Oral and written language production is not monitored or supported

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Students:

- Apply understanding of text structure when reading, writing, and presenting
- Probe deeper into text organization and grammatical features within text that are necessary to understanding content and building knowledge
- Practice the use of increasingly complex, standard English grammatical structures when writing and speaking
- Make intentional language choices, using language as a meaning-making resource
- Employ language functions that align with their intended meaning-making goal
- Apply understanding of new language and language structures--orally and in writing--as they are needed for content learning
- Explore syntax through the context of reading, writing, and speaking about content

- Teacher does not provide explicit instruction on how different texts are structured (i.e., cause-effect, compare-contrast description, sequence, etc.)
- Syntax and structure are taught in isolation
- Worksheets are the primary approach to grammar practice

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- Students learn and apply foundational skills from the CA ELA/Literacy standards
- Students are taught foundational literacy skills according to language development needs

- Foundational English skills are not addressed as part of language learning
- Foundational skills are addressed only at the student's assigned grade level rather than according to need

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http://commoncore.tcoe.org/

Content generated in collaboration with Sue Beers in reference to the CA ELD Standards. Adapted by TCOE.

Resources

The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools (2015) Accessed from http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

California English Language Development Standards (Electronic Edition) (2012) Accessed from http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Santos, M., Darling-Hammond, L., & Cheuk, T., *Teacher Development to Support English Language Learners in the Context of Common Core State Standards* Accessed from http://ell.stanford.edu/publication/teacher-development-appropriate-support-ells