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

**SCAFFOLDING/LEVELS OF SUPPORT**

**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
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

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

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

- 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

ELD Part III: Using Foundational Literacy Skills

Tulare County Office of Education
Commitment to Students, Support and Service

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

Resources
