

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

**GENERAL ELD
PRACTICE**

ELD Standards are:

- Taught in both D-ELD & I-ELD
- Serve as the focal point of D-ELD instruction
- Are used in tandem with content standards during I-ELD instruction
- Woven into the teaching of all content
- Used in carefully designed, systematic instruction

ELD Instruction:

- Centers around a language objective
- Provides student opportunities to read, talk, and write about complex text and concepts
- Involves traditional and non-traditional text and media
- Focuses on using language for meaning-making
- Capitalizes on students' primary languages and home cultures

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 differentiated around language proficiency levels
- For D-ELD Is not a protected part of the daily schedule
- Is not geared specifically for English learners
- D-ELD time is focused on vocabulary, reading instruction, remediation, or intervention, rather than on developing the language of English

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**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

When teaching, teachers:

- 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

- Language frames:
 - Are the sole scaffold during the lesson
 - Not differentiated according to proficiency level
 - Use as permanent structures rather than as temporary supports
- No scaffolding 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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ELD Part 1:
**INTERACTING IN
MEANINGFUL
WAYS**

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 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

- Text and or content is simplified
- There is no extension from speaking or reading to writing
- Informal register is devalued

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*ELD Part II:
LEARNING
ABOUT HOW
ENGLISH
WORKS*

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; forms and functions of language align with their intended meaning-making goal
- Apply understanding of new vocabulary 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, description, sequence, etc.)
- Students are not provided specific feedback on language production
- Grammatical structures are taught in isolation
- Worksheets are the primary approach to grammar practice

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*ELD Part III:
USING
FOUNDATIONAL
LITERACY SKILLS*

- Students, regardless of grade level, learn and apply foundational skills from the K-5 CCSS for ELA in relation to their language development needs

- Foundational English skills are not addressed
- Foundational skills are addressed only at the student's grade level instead of according to need

Tulare County
Office of Education

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Contact us with any questions regarding this document.

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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>



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