

Integrated & Designated ELD: Working in Tandem

Integrated ELD:

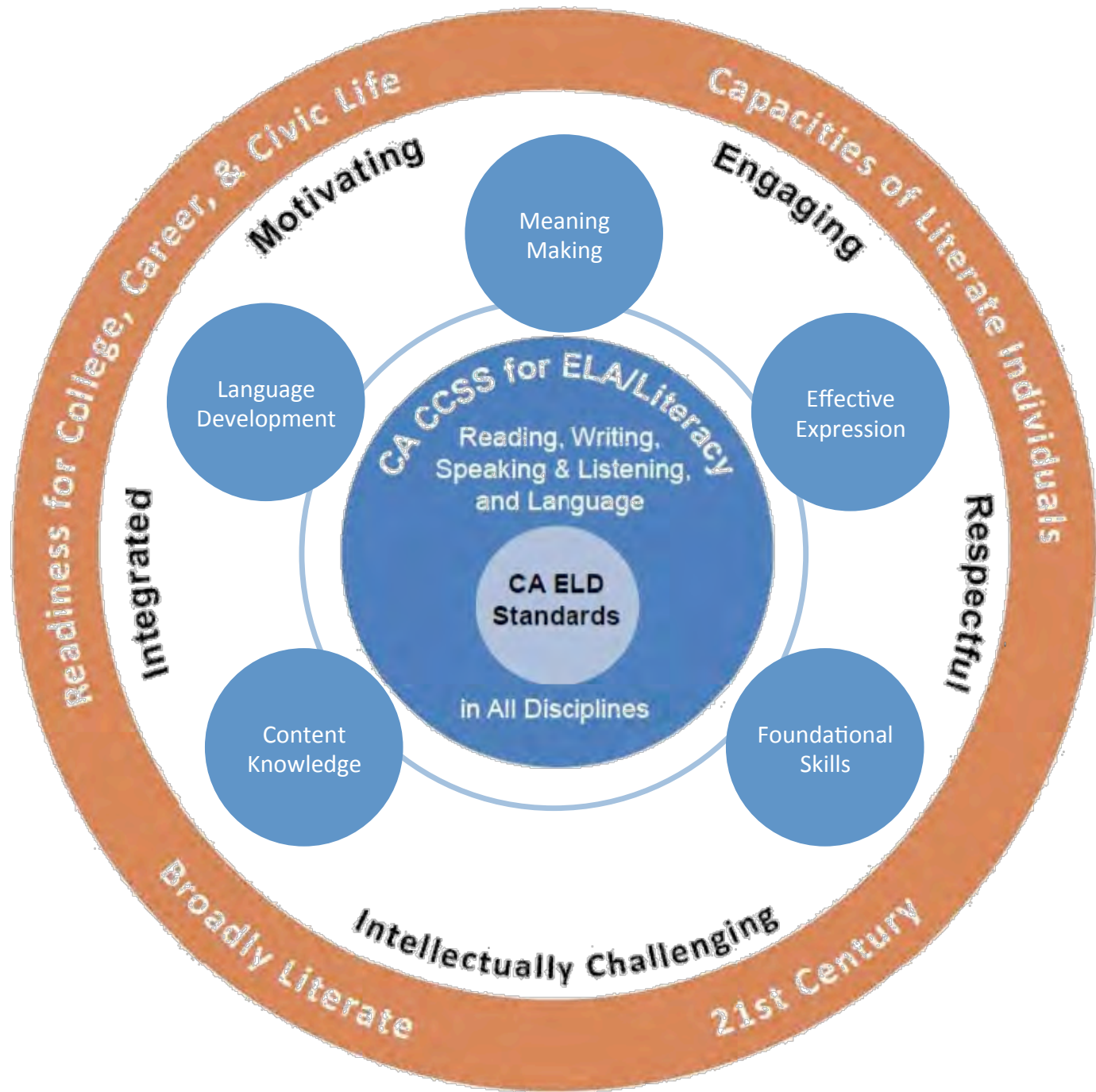
All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the CA CCSS for ELA/Literacy and other content standards.



Designated ELD:

A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction*.

This new approach to ELD changes the work of schools and districts.



The CA ELD Standards
AMPLIFY
the CA CCSS for
ELA/Literacy.

CA ELD Standards

Using English Purposefully:

Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:

- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

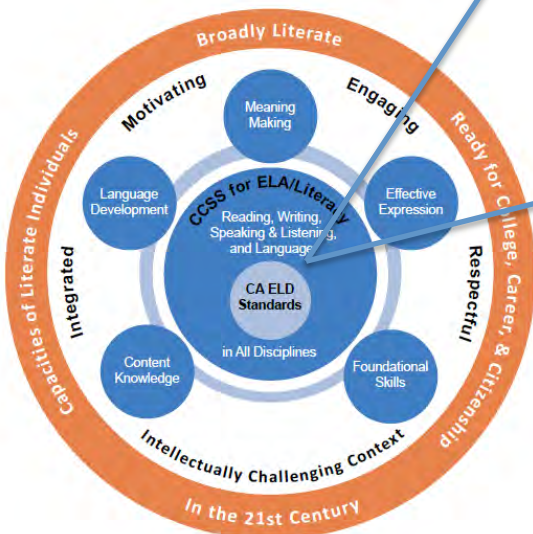
Knowledge of Language:

- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

The Why: Purposes

The How: Processes

The What: Resources



ELD Standards

- **Strand 1.** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.
- **Strand 3:** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.
- **Strand 4:** Offering and supporting opinions and negotiating with others in communicative exchanges.

High-Impact Practices	Foster Academic Interactions		
	Fortify Academic Output		
	Use Complex Texts to Build CAL		
Cross-Cutting Practices	Clarify Academic language	Model Complex Language	Guide Language Learning
	<ul style="list-style-type: none"> a) (INP) Use communication strategies to make AL input understandable b) (CHK) Check for AL comprehension 	<ul style="list-style-type: none"> a) (MOD) Model target AL b) (DEC) Deconstruct target AL 	<ul style="list-style-type: none"> a) (PRO) Prompt for and provide target AL b) (FBK) Provide specific feedback on AL use
Foundational Practices	Design Language & Literacy Activities (OBJ, AUT BKG)		
<ul style="list-style-type: none"> a) (OBJ) Align language objectives to support content objectives b) (AUT) Structure tasks to be engaging and require authentic communication using target AL c) (MAT) Use materials, visuals, and resources to support learning of AL 			

Foster Academic Interactions

Provide and Support Extended And Rich Opportunities for Student to Student Interactions (INT)

Interactions consists of two-way dialogue such as whole class discussion with methods to ensure that all participate, paired conversations and small group tasks.

- **At the low end**, the teacher provides no or few opportunities for students to engage in interactions that support content learning.
- **At the high end**, teacher scaffolds multiple opportunities for students to engage in extended interactions that directly support content learning and are structured to encourage all students to participate.

Foster Academic Interactions

Build Disciplinary Communication Skills (COM)

Multiple opportunities for students to produce original, discipline specific academic messages which use discourse moves, complex language, and thinking processes of the discipline and its experts

- **At the low end**, teacher provides no or few interaction opportunities to develop students' abilities to communicate with one another using discourse moves, complex language and thinking processes of the discipline. The teacher does the majority of the talking and accepts minimal, memorized or unclear student responses.
- **At the low end**, the teacher scaffolds interaction opportunities to develop students abilities to communicate with one another using discourse moves, complex language and thinking skills of the discipline.

High-Impact Practices	Foster Academic Interactions		
	<ul style="list-style-type: none"> a) (INT) Provide and support extended and rich opportunities for student-to- student interactions b) (COM) Build disciplinary communication skills 		
	Fortify Academic Output		
Cross-Cutting Practices	Use Complex Texts to Build CAL		
	<ul style="list-style-type: none"> a) (TXT) Analyze the text’s organization, syntax, and word choice to develop disciplinary thinking, language, and literacy b) (RCT) Provide and support extended and rich opportunities for students to read complex texts 		
	Clarify Academic language	Model Complex Language	Guide Language Learning
Foundational Practices	<ul style="list-style-type: none"> a) (INP) Use communication strategies to make AL input understandable b) (CHK) Check for AL comprehension 	<ul style="list-style-type: none"> a) (MOD) Model target AL b) (DEC) Deconstruct target AL 	<ul style="list-style-type: none"> a) (PRO) Prompt for and provide target AL b) (FBK) Provide specific feedback on AL use
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Clarify Academic Language

Use a Variety of Communication Strategies Appropriate to the Multiple Levels of Language Proficiency Represented in the Class (INP)

The teacher takes into account varying levels of language proficiency and uses varied communication strategies (gestures, drama, drawing, reputation, rate of speech, intonation, synonyms) and strategic use of primary language to make academic language of texts and oral classroom discourse accessible to all students.

- **At the low end**, the teacher does not use communication strategies appropriate or differentiated for the varying levels of language proficiency in the classroom.
- **At the high end**, teacher uses a variety of communication strategies that are appropriate for the multiple levels of language proficiency represented in the class.

Clarify Academic Language

Check for Academic Language Comprehension (CHK)

This practice includes using different tactics (e.g. asking questions, providing sufficient wait time for students to answer questions, using written, verbal and nonverbal evidence) to check for comprehension of academic language at strategic times during the lesson.

- **At the low end**, the teacher does not check, or rarely checks, for comprehension of academic language.
- **At the high end**, teacher uses multiple approaches to check for academic language comprehension and appropriately adjusts instruction.

Model Academic Language

Model Target Academic Language (MOD)

Teacher models (or provides a model for) the target academic language. The teacher might model complex language to make a scientific argument, hypothesize about the outcome of an experiment, cite evidence to support a thesis, etc. Modeling can include when a teacher repeats a student response or recasts (takes a student's response and rephrases it in a more academic way) in order to highlight academic language.

- **At the low end**, the teacher does not model academic language or the modeling is limited, only available to some students and the language is unclear.
- **At the high end**, teacher clearly and completely models (and/or provides exemplars of) target academic language that supports content learning.

Model Academic Language

Deconstruct the Complex Language Being Modeled (DEC)

This practice includes deconstructing what is being modeled, which means to break down and explain the linguistic components or processes for students. For example, a teacher might show how certain words in an essay convey different nuances of meaning.

- **At the low end**, the teacher does not, or briefly, deconstruct(s) the academic language being modeled OR the deconstruction is rushed and unclear.
- **At the high end**, teacher clearly and completely deconstructs the academic language being modeled.

Guide Academic Language Learning

Prompts For and Provides Target Academic Language (PRO)

This practice includes prompting for and providing target academic language during an activity. Teachers provide in the moment guidance prompting for use of specific academic language and adjusting linguistic supports to meet the needs of the students.

- **At the low end**, the teacher does not prompt for or provide target academic language OR the teacher only prompts for some of the target academic language.
- **At the high end**, teacher consistently prompts for and provides target academic language for the tasks at appropriate time.

Guide Academic Language Learning

Provide Feedback on Academic Language Use (FBK)

This practice involves providing specific feedback on academic language use to help students with the language demands of the current activity. This might include asking guiding questions and probing for students use of academic language.

- **At the low end**, the teacher provides no, or vague, feedback on academic language use to students during practice opportunities.
- **At the high end**, teacher consistently provides specific and helpful feedback on academic language use related to target language; it is reasonable to infer it helps students with the complex language demands of the current activity.

High-Impact Practices	Foster Academic Interactions		
	<ul style="list-style-type: none"> a) (INT) Provide and support extended and rich opportunities for student-to- student interactions b) (COM) Build disciplinary communication skills 		
	Fortify Academic Output		
High-Impact Practices	<ul style="list-style-type: none"> a) (ORL) Provide and support extended and rich opportunities for oral AL output b) (PCT) Provide and support extended and rich opportunities to produce complex ideas using AL 		
	Use Complex Texts to Build CAL		
	<ul style="list-style-type: none"> a) (TXT) Analyze the text’s organization, syntax, and word choice to develop disciplinary thinking, language, and literacy b) (RCT) Provide and support extended and rich opportunities for students to read complex texts 		
Cross-Cutting Practices	Clarify Academic language	Model Complex Language	Guide Language Learning
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Design Language and Literacy Activities

This practice focuses the design of language and literacy activities to promote academic language development and support the high impact practices. This includes how clearly and directly a teacher aligns academic language objectives with content objectives, which in turn should align with the lessons tasks and texts.

- Set language objectives that support content objectives (OBJ)
- Structure tasks to require authentic and meaningful communication using target language (AUT)
- Use academic language support materials (MAT)

Set Language Objectives that Align with Content Objectives (OBJ)

- **At the low end**, the language objective is not communicated, cannot be inferred, or does not support the content objectives.
- **At the high end**, teacher clearly communicates the language objective(s), which clearly support(s) the content objective(s) by addressing the main language demands of the texts and tasks.

Structure tasks to require authentic and meaningful communication using target language (AUT)

- **At the low end**, the tasks are not engaging and/or do not require students to use academic language in authentic and meaningful ways.
- **At the high end**, tasks are engaging and require students to authentically use the target academic language to understand and communicate meaningful and purposeful messages; deepen ideas and share perspectives.

Use academic language support materials (MAT)

- **At the low end**, the teacher does not provide accessible or differentiated support materials.
- **At the high end**, teacher uses a variety of support materials to make target academic language accessible and the materials are differentiated for the multiple levels of language proficiency represented in the classroom.