



**Fresno Unified
School District**

Integrated and designated ELD Instruction in Fresno Unified School District

Conditions for Integrated ELD Leading to Successful Grade Level Academic Proficiency and Academic Language

- Focus on **CCSS ELA & Literacy Standards, state content standards, and the ELD standards** nested within to support language & literacy development, and academic proficiency.
- ELD standards used as a guide to support ELs at **different language proficiency levels**
- **Academic language needs are woven throughout the day** in all content and courses.
- **Appropriate scaffolding and differentiation** allows for **flexible grouping** of students in heterogeneous and homogenous content settings.
- EL students receive integrated ELD until they are **redesignated**.
- **Explicit forms of English are taught, dictated by the demands of each discipline** (how authors modify to add detail, how ideas are condensed, how authors create cohesion, vocabulary,, etc. as outlined in the ELD Standards).
- **Integration of meaning-making, discussion, and collaboration** to develop content knowledge and disciplinary skills.
- Students **awareness about how English works is developed within each discipline** along with the appropriate language resources.
- **Carefully planned and sequenced instruction and purposeful tasks** that are interactive, engaging, relevant and intellectually challenging.
- **Scaffolding** is planned both in advance and provided “just in time”.
- **Judicious corrective feedback** that is transparent and meaningful to students is provided.
- Develop both content knowledge and academic English Value and build on primary language and culture and other forms of prior knowledge

**Extracted from the CA ELD standards and the CA ELA /ELD Framework*

Conditions for Designated ELD Leading to English Proficiency

- Primary focus is on clear language objectives built on the ELD Standards.
- A regular, predictable, protected daily timeframe is provided.
- EL students (only) with similar language acquisition levels (or close span) are grouped together for designated time.
- EL students receive ELD until they are redesignated.
- Explicit forms of English are taught (vocabulary, morphology, functions, conventions, etc. as outlined in the ELD Standards).
- Listening/speaking and reading/writing are incorporated, with particular attention to oral language development.
- It builds into and from rigorous, intellectually rich, content area instruction, with a focus on the language needed for content learning.
- Meaning-making and communication are integrated to support the explicit teaching of language.
- Students develop their awareness about how English works and to use language resources according to task, audience, or discipline.
- Carefully planned and sequenced curriculum and activities.
- Scaffolding is planned both in advance and provided “just in time”.
- Judicious corrective feedback that is transparent and meaningful to students is provided.

**Extracted from the CA ELD standards and the CA ELA /ELD Framework*

Planning for Integrated and Designated ELD

1. Which ELD standards in Part II (about text structure or specific language used in the text) must be discussed with students as the standards occurs/happen/appear within the text being studied?
2. What language, (text organization, phrases, clauses,) carry significant meaning and must be addressed directly during instruction to ensure students full access to understanding the text?
3. How can I provide meaningful interactions (ELD Standards Part I) so student can apply their knowledge of how English works (ELD Standards Part II)?
4. What questions do I need to pose to help my students discuss how language works within the text we are studying (structure or specific language) within the text we are studying?
5. How am I differentiating instruction based on their English proficiency level (emerging, expanding, bridging) to ensure my students are advancing their language proficiency?
6. What tasks will I assign to help student apply the ELD Part II Standards in their writing?
7. How will I monitor what my students say and how they use language so that I may give useful feedback that students can apply immediately?
8. What strategies will I use to ensure my students feel valued and contributing members of the team to encourage their use of newly learned language (student ownership)?
9. For designated ELD: Based on the EL Redesignation Goal Setting Report and formative assessments, how will you group your English Learners?

Designated ELD in a Protected Time

All designated ELD instruction must connect to core content instruction.
Designated ELD is not reading intervention.

Homeroom Model: Teachers schedule a block of time daily to provide designated ELD to the EL students in their homeroom class. Teachers work with small groups of English Learners, grouped by English language proficiency level/needs, while non-English Learners engage in independent literacy stations or engage in small group work.

1A

Regrouping Model: Schools schedule a block of time daily to provide designated ELD by regrouping students by English language proficiency level/need within grade levels (or sometimes across grade levels, depending on numbers of ELs at each grade level). Teachers sharing students collaborate frequently to plan and adapt instruction in order to meet the instructional language needs of English Learners, while non-English Learners are re-grouped to meet their literacy needs.

1B

Pull-out/Push-in Model (rare): In rare exceptions (schools with very low numbers of ELs or with newcomer ELs), English Learners may be pulled out (push-in) regularly from homeroom classes to receive designated ELD instruction from an ELD specialist. EL students must not be pulled from core content instruction, including ELA, math, and science. The ELD specialist and homeroom teacher collaborate regularly to meet the instructional language needs of English Learners.

1C

1D Other: _____

