

English Language Development Instruction

California’s EL students should be provided comprehensive ELD, which includes both *integrated* and *designated* ELD instruction. English learners enter school at different ages and with a range of cultural and linguistic backgrounds, socioeconomic conditions, experiences with formal schooling, proficiencies in their primary language(s) and in English, as well as other experiences in the home, school, and community. Many were born in the U.S., and others come from nations all over the world. In short, they are a heterogeneous group of individuals. All of California’s ELs are learning English as an additional language while simultaneously engaging in intellectually challenging and content-rich instruction. It is incumbent upon every educator to understand California’s model of comprehensive ELD instruction.

Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

Comprehensive ELD: Integrated and Designated ELD	
<p>Integrated ELD</p> <p>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.</p>	<p>Designated ELD</p> <p>Teachers responsible for designated ELD use the CA ELD Standards as the focal standards in ways that build into and from content instruction.</p>

Designated ELD is provided to ELs during a protected time in the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping.

English language development instruction ensures that ELs use English purposefully; interact in meaningful ways with peers, content, and texts; and learn about how English works, as illustrated in the figure below.



In the framework, pairs of vignettes in each grade level (for transitional kindergarten through grade 8) and grade span (grades 9-10 and 11-12) illustrate (1) integrated ELD instruction in the context of a content area and (2) designated ELD instruction that builds into and from the content. Many shorter snapshots of practice in the framework describe effective practices in ELD instruction.