

ELD Instruction

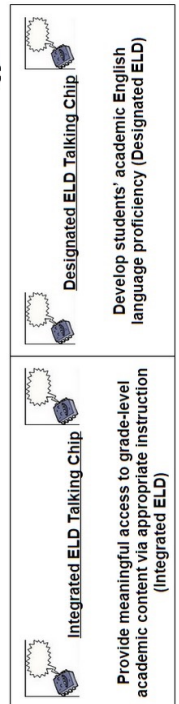
All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this section, ELD instruction will be described first generally and then in terms of using the CA ELD standards in two ways:

1. **Integrated ELD**, in which all teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the focal CA CCSS for ELA/Literacy and other content standards
2. **Designated ELD**, or a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical language ELs need for content learning in English⁴

Throughout the school day and across the disciplines, ELs *learn to use English* as they simultaneously learn content knowledge *through English*. ELs develop English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks—interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of different text types; or justifying their opinions by persuading others with relevant evidence, for example. Through these activities, ELs strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In addition to learning to use English and learning through English, in order to develop advanced levels of English, ELs also need to learn *about English*, in other words, how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. This is why language awareness (the conscious knowledge about language and how it works to make meaning) is prominently featured in the CA ELD Standards. When teachers draw attention to

⁴ *Integrated* and *designated* ELD may be unfamiliar terms. These new terms now encompass elements of previously used terms, such as *sheltered instruction*, *SDAIE*, or *dedicated ELD*. It is beyond the scope of this framework to identify all previously used or existing terms, and readers should read the framework carefully to determine how the new terminology reflects or differs from current terms and understandings.



language and how it works, ELs become conscious of how particular language choices affect meanings. For example, ELs might learn how the word *reluctant* to describe a person produces a different effect than the word *sad*, how an argument is organized differently from a story because it has a different purpose (to persuade rather than to entertain), or why the language they use with friends during lunch is different from the language they are expected to use in more academic conversations.

Through the development of language awareness, ELs develop an understanding of how they might adjust their own language use and select particular language resources based on audience, discipline, topic, and task. This gives them a wider range of language resources to draw upon when making meaning, and it enables them to make informed choices about using English. These understandings about how English works to make meaning in different contexts are important for all students, but they are critical for ELs, many of whom rely on school experiences to develop the types of academic English necessary for success in school and beyond.

Figure 2.19 shows how each of these three interrelated areas—learning to use English, learning through English, and learning about English—are in action in both integrated ELD and designated ELD.