Integrated and Designated ELD:
What does it really look like?
How do we make it happen?
A PreK-3 example
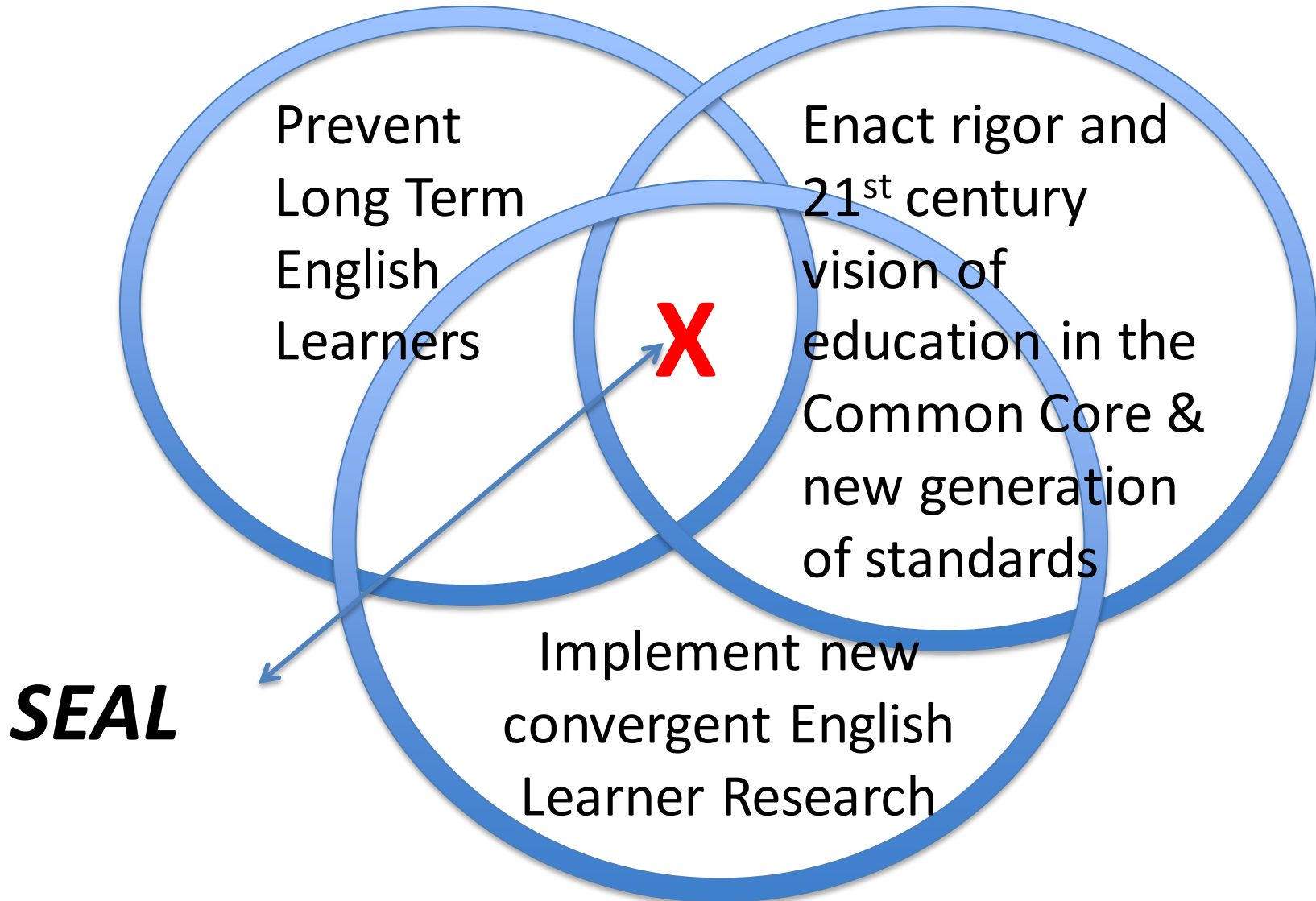
Laurie Olsen, Ph.D

Director, SEAL *(Sobrato Early Academic Language)*

Bilingual Coordinators Network

March 17, 2016

SEAL PreK-3 Model

Prevent Long Term English Learners

Enact rigor and 21st century vision of education in the Common Core & new generation of standards

X

Implement new convergent English Learner Research

*SEAL*

- In 69 schools across 12 districts in California
- Winner of Golden Bell (CSBA) for Common Core implementation, and of Seal of Excellence (CABE) for powerful English Learner program
- Comprehensive model of intentional language development in and throughout school day
- Piloted from 2008 – 2013 – external evaluation with powerful results *(pre Framework)*
- Work with teachers (grade level spans across schools) & administrators– 3 year process of curriculum redesign *(integrated thematic units)*, instructional redesign *(high leverage practices)*, and system alignment.

The process we take teachers through

- The big picture of shifts
- Content standards and demands
- Language Functions
- Related Graphic Organizers
- Language Objectives
- Planning for integrated/designated "in preparation for" and "in response to" based on student needs
- Noticing, listening for, observing students language
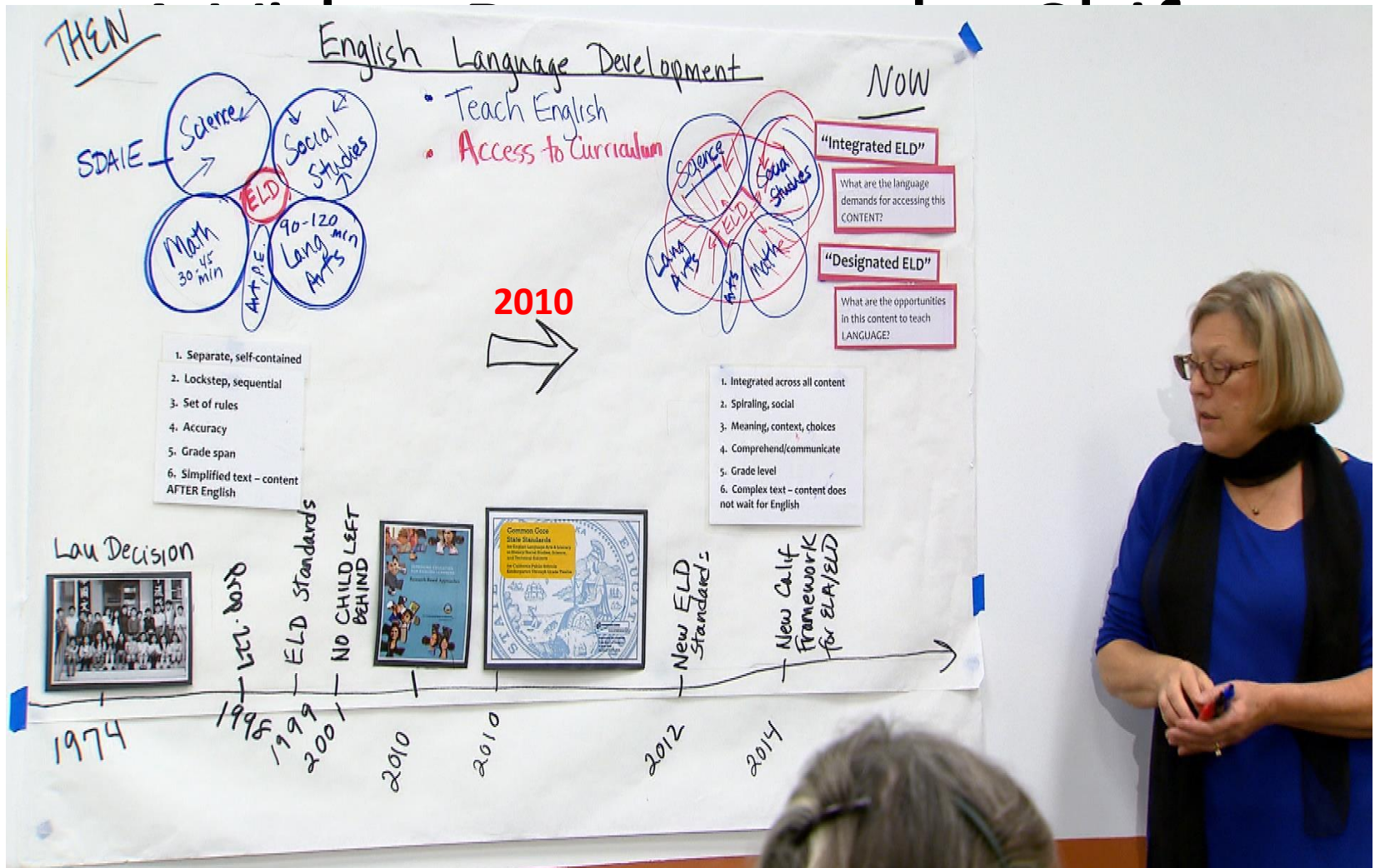
LINK TO "ELD Then and Now" VIDEO

https://sobrato.box.com/ELDThenNow15

1974 Lau v. Nichols Supreme Court Decision

- **Teach English**
- **Access to Curriculum**

Figure 1

How CA *was* doing ELD and content

● *Teach English*   ● *Access to the Curriculum*

- Separate
- Self-contained
- Program defined
- Minutes defined

Math

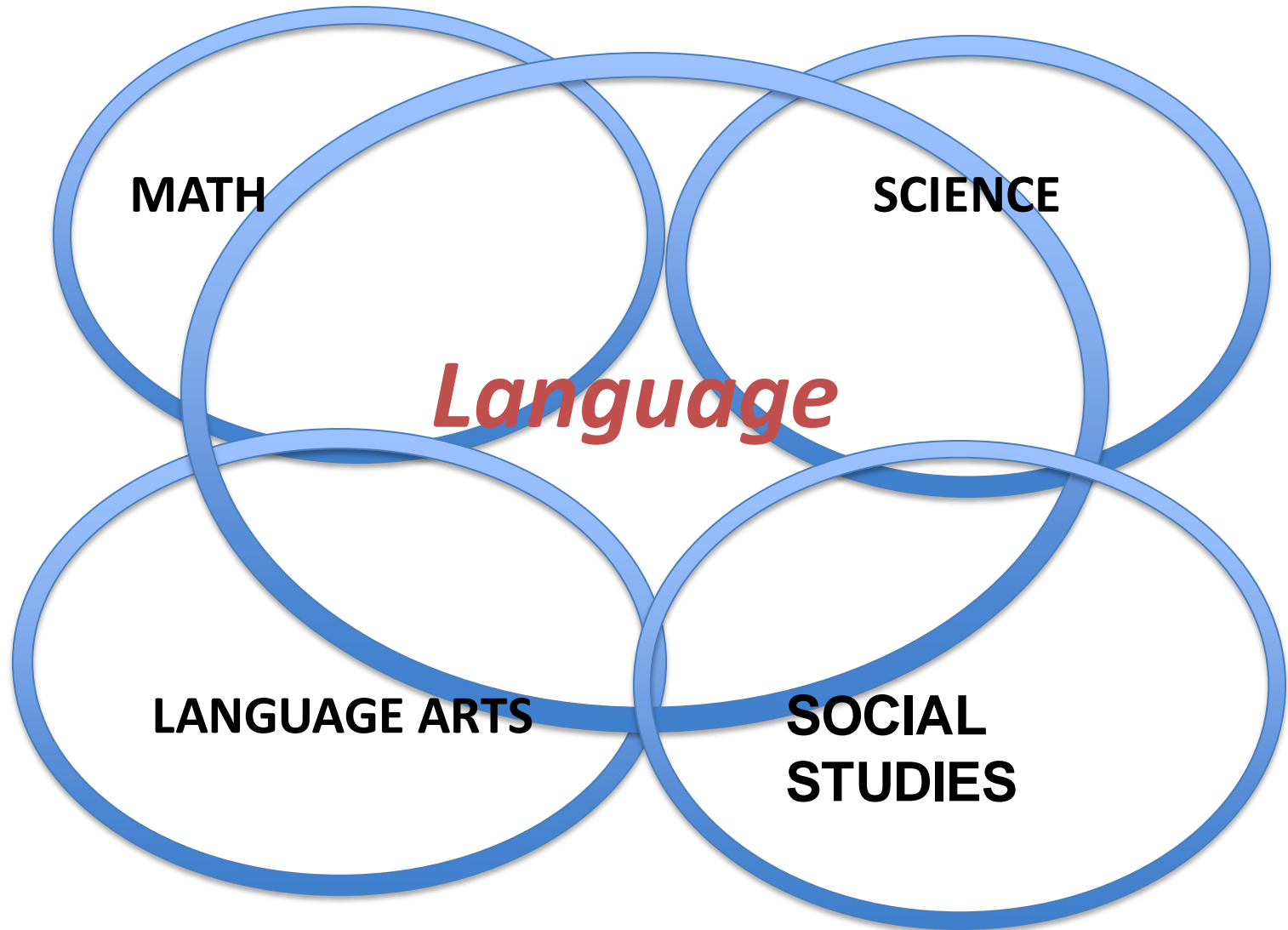**Social Studies**

ELD

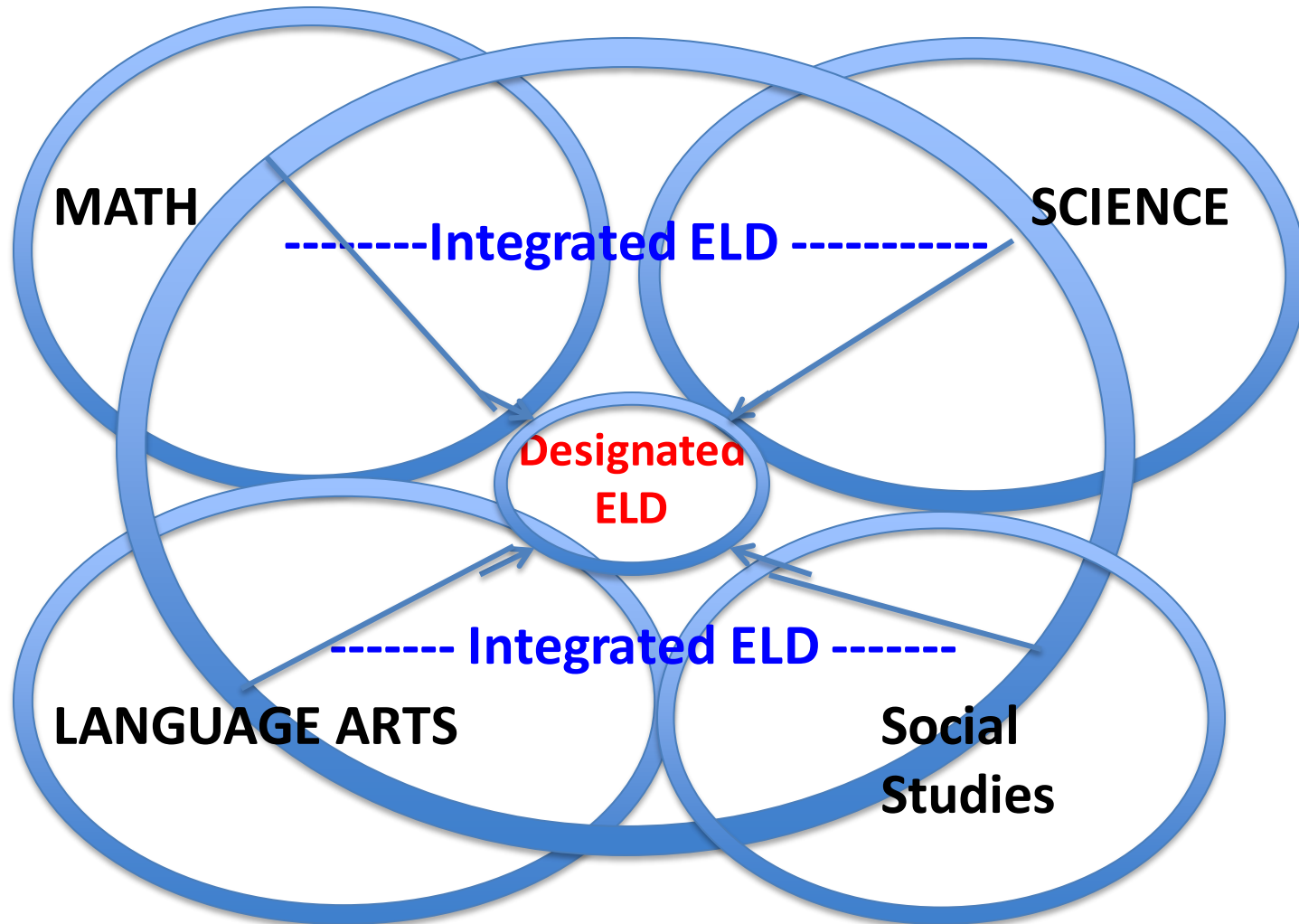**Language Arts**

Science
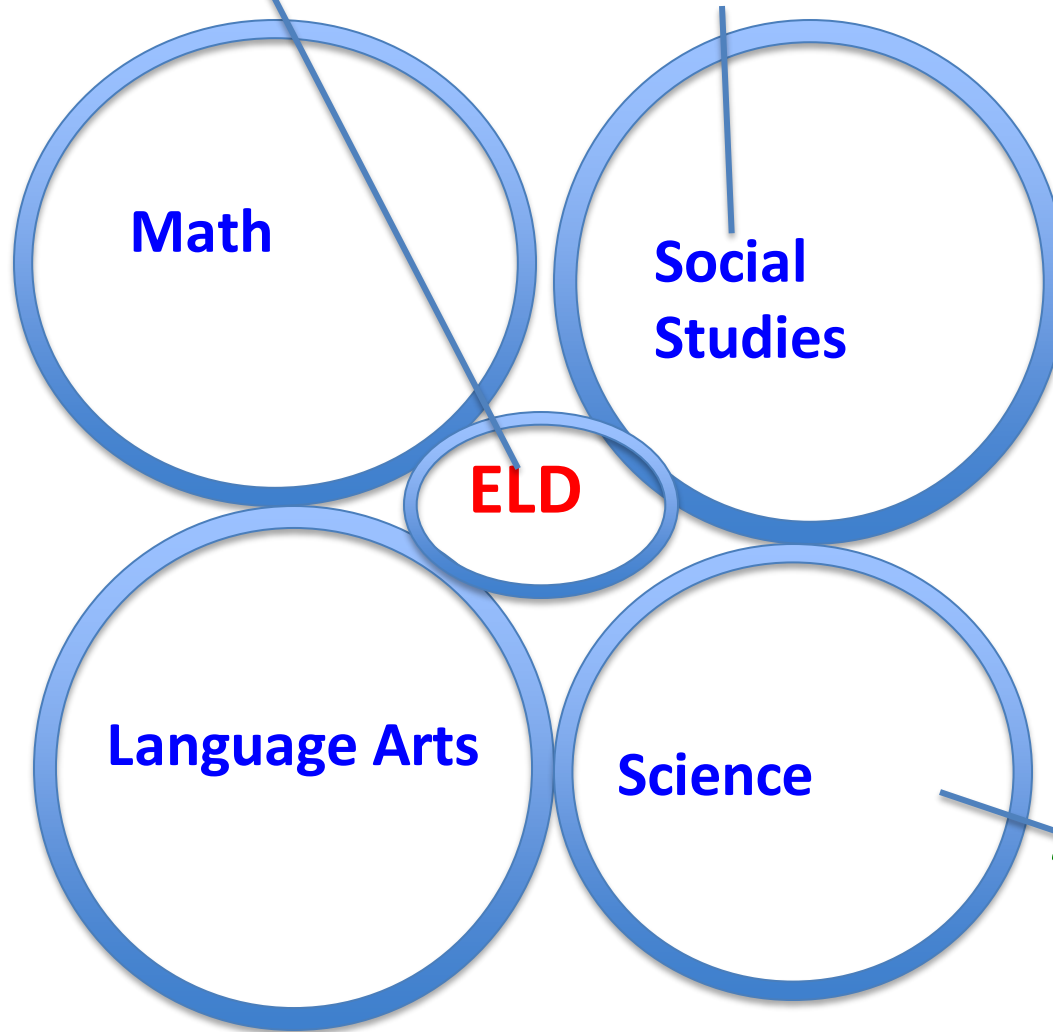
ELD/ESL
- Sequential
- Grammar and rules based

SDAIE developed within the CONTENT space

2010 Common Core ELA adopted
Language is central to all academic areas

MATH

SCIENCE

Language

LANGUAGE ARTS

SOCIAL STUDIES

Integrated and Designated ELD*

MATH

SCIENCE

---------Integrated ELD-----------

Designated ELD

------- Integrated ELD -------
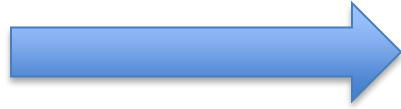
LANGUAGE ARTS

Social Studies

* Per new CA ELD Standards and ELA/ELD Framework

Enter the CCCS and Framework

- The CA Common Core Language Arts and ELD Framework: *overview readings, grade level chapter sections and vignettes on integrated and designated ELD*

ELD Big Shift

FROM ➡ **TO**

- Separate, self-contained

- Sequential, set of rules, grammar based

- Grade span

- Simplified text – content after English

- Integrated with academic content: both integrated and designated

- Spiraling, social, meaning and context based

- Grade level

- Complex text – content doesn't wait for English

- *Integrated ELD* is provided to ELs *throughout the school day and across all subjects by all teachers of ELs*. *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 English as they simultaneously learn content through English.

  *"What are the language demands for **accessing and participating in** this content?"*

- *Designated ELD* is provided by skilled teachers *during a protected time during the regular school day*. 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 English.

  *"What are the opportunities presented by this content **for teaching language**?" "What are the language needs ELL students at specific proficiency levels have that require targeted attention and practice?"*

Three components of what ELLs need

--------------*Designated ELD* --------------

----------------*Integrated ELD*-------------------

Access to Content

Visuals
Total Physical
  Response
Realia
Labeling
Repetition,
  review
SDAIE

Language to Participate and Process

Language
  Functions
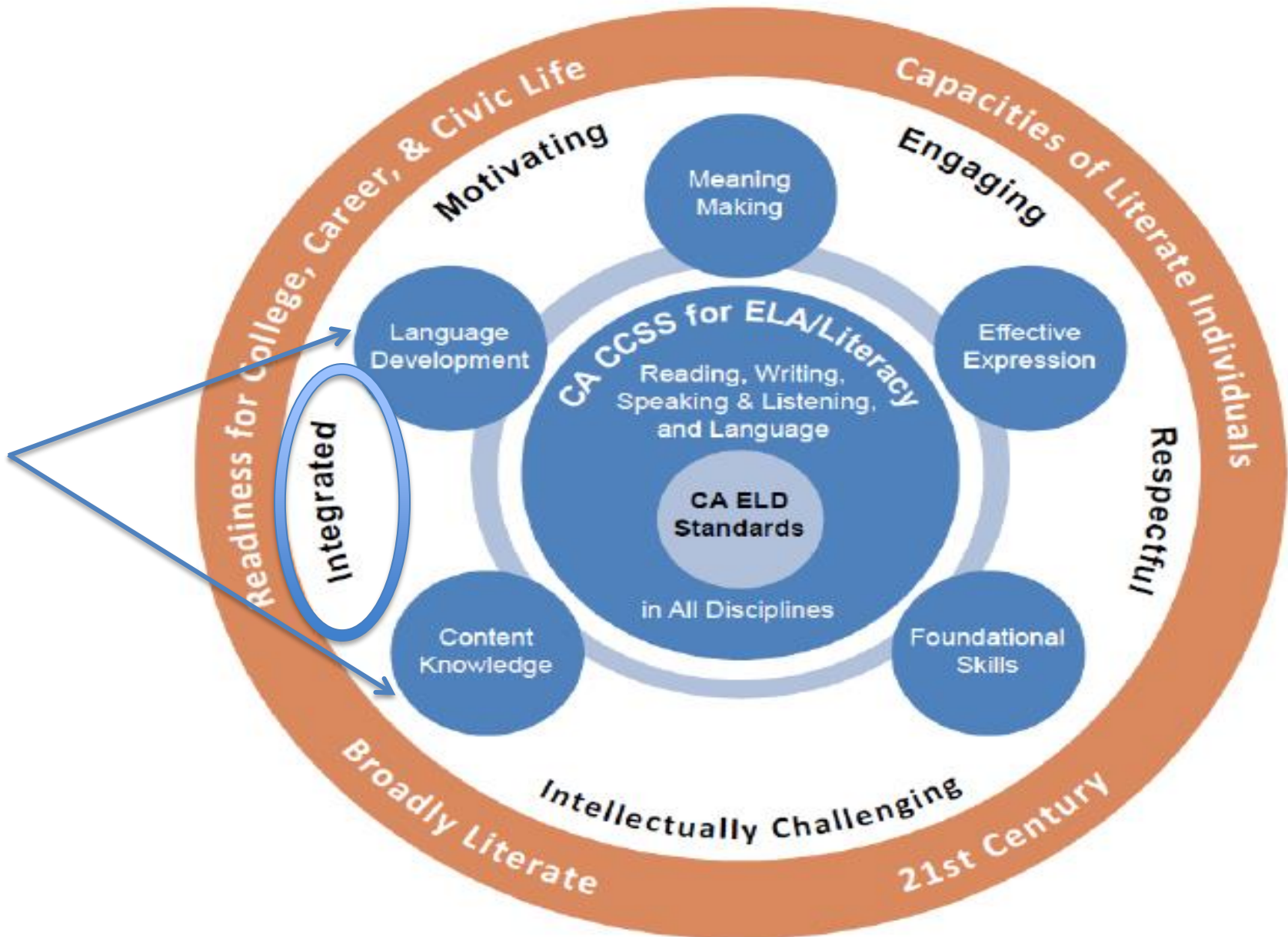Graphic
  Organizers
Differentiated
  sentence
  frames

How English Works

Designated ELD
Oral practice
Explicit
  instruction
Contrastive
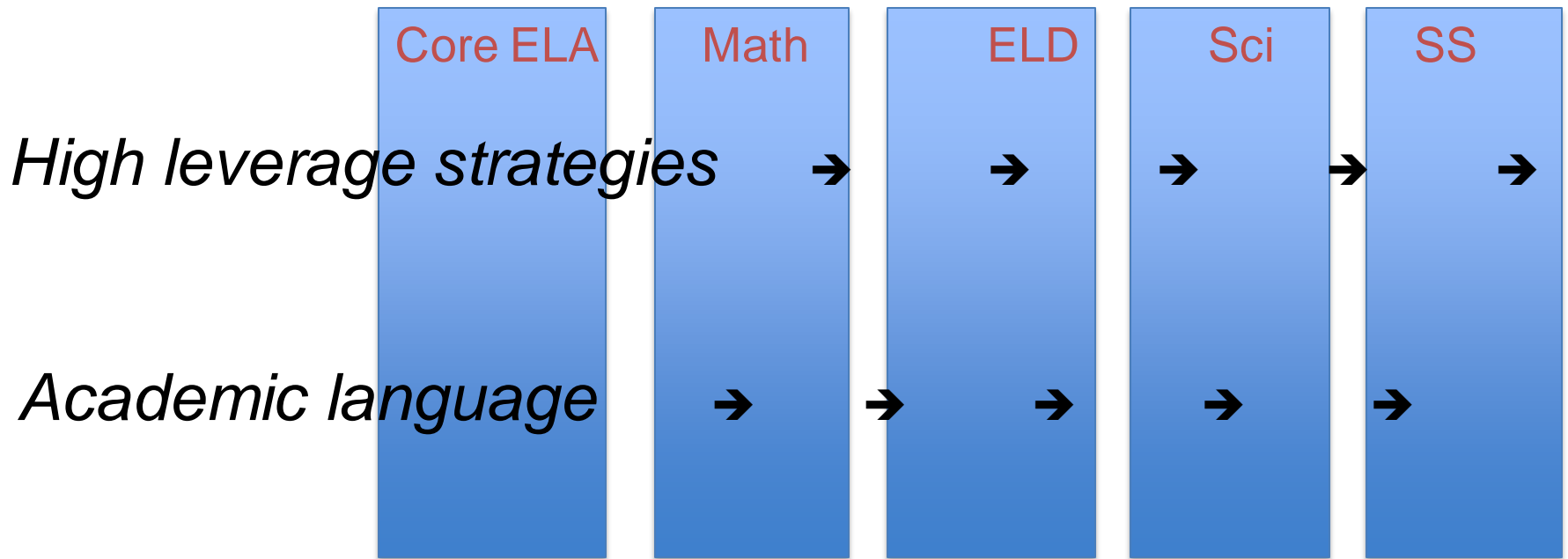 analysis
Unpacking
&
Conversational,
social, survival
English

Comprehension   **Interaction/Participation**   **Language Study**

The CCCS ELA/ELD Framework 2014

Language development throughout an integrated curriculum

← ***Thematic Connection*** →

science and social studies based units

Core ELA	Math	ELD	Sci	SS

High leverage strategies → → → → →

Academic language → → → → →

Alignment PreK through Third Grade

Integrating new generation of standards

Preschool Foundations

Common Core English Language Arts and ELD Standards

History-Social Studies Content Standards

Next Generation Science

Visual Arts Standards

MATH

Desired Results Developmental Profile Measures

SEAL Integrated Thematic Units

- Five to seven units per year – designed and determined by teachers in grade level groups
- All NGSS and Social Studies standards are covered across the year of integrated units
- To extent possible, social studies and science are integrated – with Common Core ELA layered across
- A Primary writing type is assigned to each
- Backmapped against district benchmark assessments

Finished Year Long Plan

Timeline	Thematic Unit (content concepts)	Content Standards		ELA/SLA Standards	Language Functions	Writing Type
		Science	Social Studies			
Aug - Sept	TEAMWORK and Push and Pull	NGSS Force and Motion, push and pull		Reading 1, 2, 3, 7, 10 Writing 2, 8	Cause and Effect	Informational
Benchmark Standards: ⇧						
Benchmark Standards:						
Benchmark Standards:						

Kinder

- 1-9-9 Welcome to School
- 8-10-29 Our Community
- -1-10 Weather and Climate
- -4-7 Living Things
- -6-6 Past and Present Heroes

Fifth Grade

- 1-9-9 Environmental Adaptations
  - Matter and Energy and Ecosystems
- 8-10-3 Early Explorers
- 7-10-29 New World Conflict
  - Structure & Properties of Matter
- -12-3 Earth's Systems
  - Earth's major Systems, Roles of Water, Human Impact
- 9-3-12 American Revolution
- 8-4-7 United States of America
- 11-5-9 Immigration
- 15-6-6 Mysteries - Stars and Solar System

First Grade

- 8-19-10-4 Citizenship
- 10-7-12-6 Light and Sound
- 12-9-2-14 Earth Celebrations
- 2-24-4-4 Plants and Animals
- 4-7-6-11 Past and Present

Second Grade

- 8-19-10-29 Earth's Processes
- 11-4-1-10 People Then and Now
- 1-16-2-7 It All Matters
- 2-13-5-9 Ingredients for Life
- 5-15-6-6 Our Nation

Sixth Grade

- 8-19-9-9 Human Evolution
- 9-13-10-29 How Water Affected Civilizations
  - Earth's Systems
  - Roles of Water
  - Weather and Climate
- 11-4-12-3 India
- 12-9-1-10 China and the Great Wa
  - Engineering and Design
- 1-16-2-7 Ancient Hebrews
- 2-13-5-9 Laws and Literature
  - Engineering and Design
- 5-15-6-6 Growth of Energy and Cell
  - Growth of Cells, traits, living thing made of cells, Energy

Kindergarten Example:

- NGSS: PS 2.1   Plan and conduct an investigation to compare the effects of the force of push and pull on the motion of an object.

A glimpse……Kindergarten
Force and Motion: Push and Pull
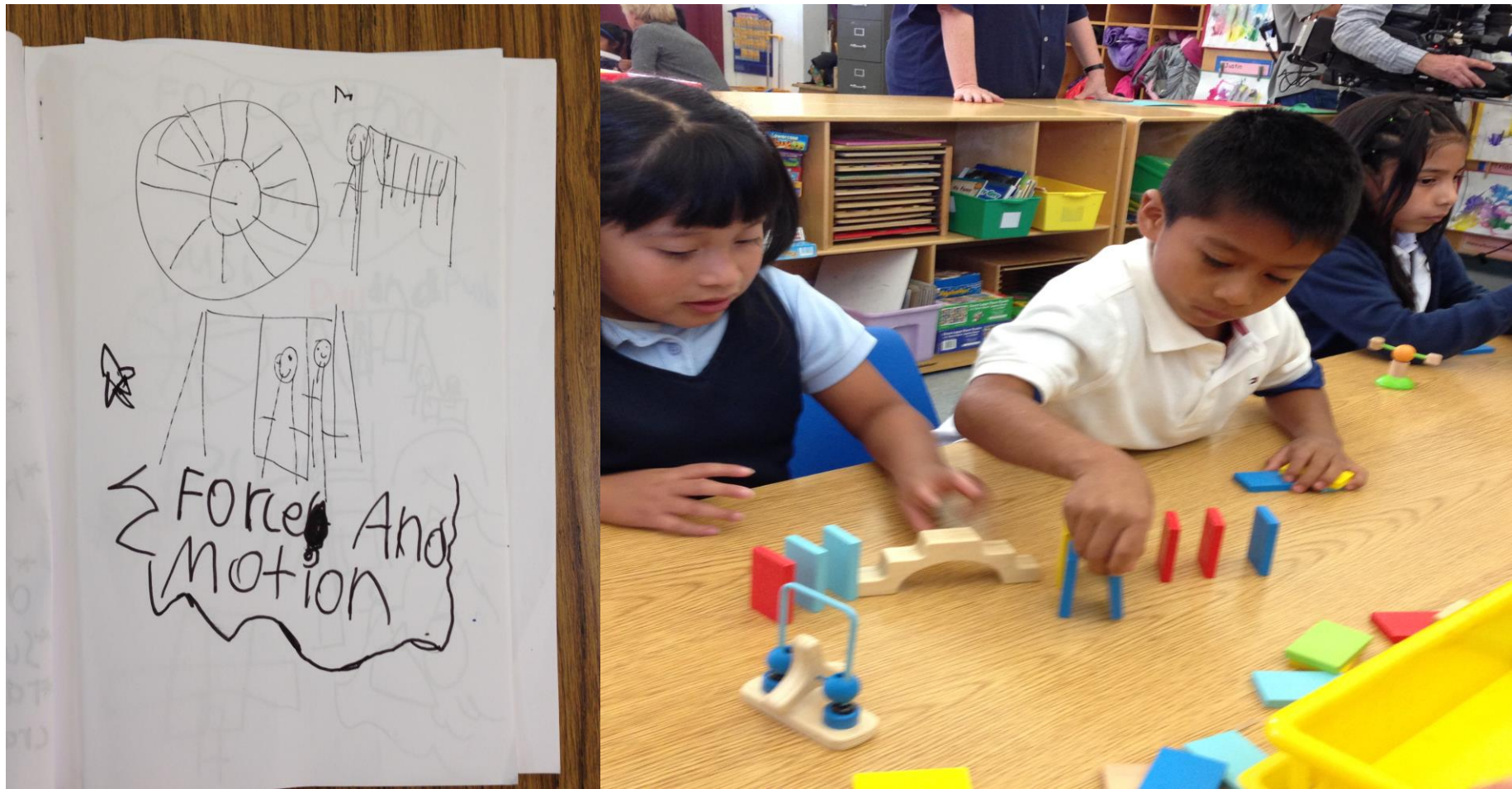
BEGIN WITH THE CONTENT*

- What are we teaching?
- What analytic tasks are we asking students to do?
- What is the CONTEXT for using language?
- What is the NEED and PURPOSE for using language?
- *For us, the "content" is defined by the NGSS and social studies standards clustered together to form the integrated thematic units*
- *We work with teachers to have the SDAIE and scaffolding strategies for content comprehension*

Key concepts and strategies :

Language functions, graphic organizers, intentional language development strategies, and language objectives

Language Functions

- Language communicates and codifies thought
- Conceptual and analytic thought is connected to specific language functions *(specific vocabulary, language structures, ways of talking, discourse patterns, language forms)*
- Teaching academic concepts and academic language involves teaching the **language functions** embedded in the academic/cognitive tasks they are encountering

Language Functions *(partial list)*

- Description
- Compare and contrast
- Cause and effect
- Quantification
- Sequence
- Opinion/Persuasion
- Classification/categorization

(Fundamental thinking skills transfer across curriculum areas)

Determining Language Functions

- Look at the standards (and particularly the verbs). What is this standard asking students to DO?

  "Students should be able to distinguish between….."
  "Students should be able to ask and answer questions about details relating to an event or character…"
  "Students should be able to place events in the order in which they occurred…."

- What language do students need in order to think about, comprehend, talk and write about this content?

  PRACTICE!

SEAL Teachers….

- Identify key analytic/language functions through examining the standards for integrated thematic unit

- Select a primary language function to focus on per theme *(and secondary ones that are appropriate in specific lessons)*

- Intentionally model the language function as they present information

- Shape differentiated prompts and sentence/response frames for students related to the language function during integrated ELD

- Use the language function to identify relevant aspects of How English Works for Designated ELD

- Across the year, work on all functions

Three components of what ELLs need
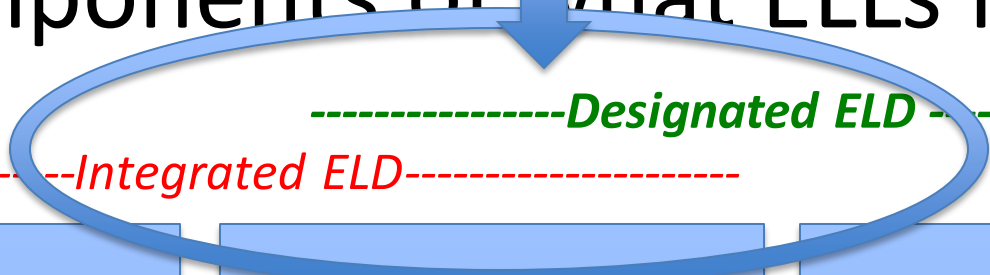
----------------Designated ELD --------------

-------------------------------Integrated ELD--------------------

Access to Content

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Total Physical
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Language to Participate and Process

**Language
   Functions
Graphic
   Organizers
Differentiated
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frames**

How English Works

Designated ELD
Oral practice
Explicit
   instruction
Contrastive
   analysis
Unpacking
&
Conversational,
social, survival
English

What's involved in scaffolding and developing language functions?

- Explicit teaching of the language required to process that content

- Graphic organizers *(mind models)* as a visual representation of information that displays the relationships between facts, concepts or ideas – guiding and organizing thought… and because visual input is a key element in how the brain learns and makes connections.

Deepen understanding of concepts

Engage higher order thinking

Scaffold development of academic language

GRAPHIC ORGANIZERS

Help students retain information better

Enhance making connections

Help visual learners

Bridge across language systems for dual language learners

Organize new information
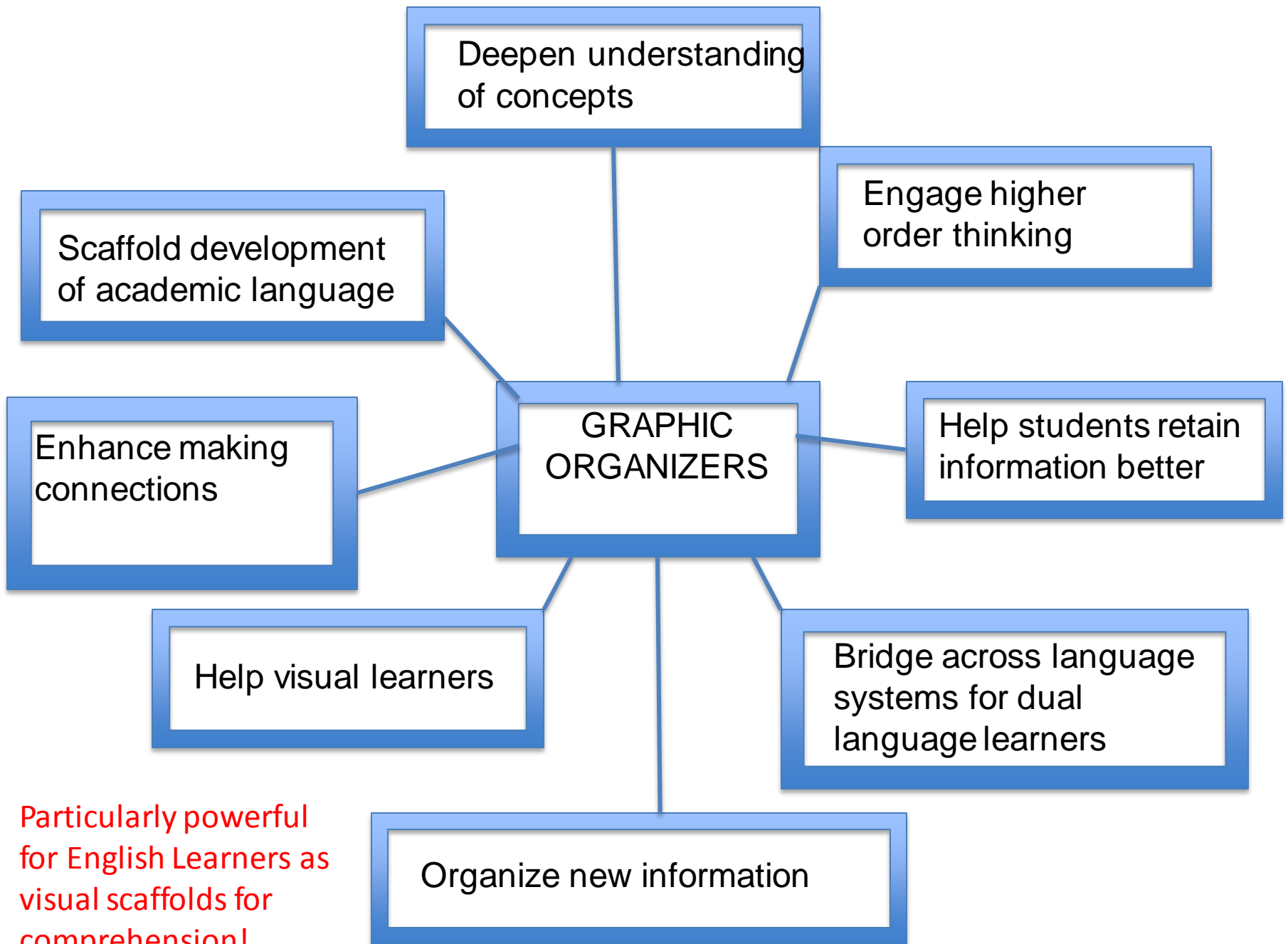
Particularly powerful for English Learners as visual scaffolds for comprehension!

For every language function

- Explicit teaching of vocabulary and grammatical aspects
- Use of a set of graphic organizers
- Series of sentence frames and scaffolds including range from simple to complex
- Begins with familiar content
- Moves to small group and independent use
- Involves manipulatives – hands-on
- Includes home-school connection
- Is part of end-of-unit performance assessment
- In bilingual/DLE classrooms, the language function and graphic organizer are worked in target language first and then in English

Example:
LANGUAGE FUNCTION: DESCRIPTION

VARIETY OF GRAPHIC ORGANIZERS

- Web (Bubble Chart)

- Tree Map

- Single row Categorical Matrix….

Description/Describe – the language

- Verbs: *to be, to have, to be able to* (can)
- Phrases: *Is made up of, contains, consists of, exhibits, Looks like, acts like, smells like, feels like*
- Vocabulary: *Characteristics, attributes, qualities, properties*

(Grammatical aspects: adjectives, adjective phrases, nouns, articles, pronouns, nominalization, structures for connecting ideas)

Description/Describe

_____ is/are _____.

_____ has/have _____.

_____ looks/look _____.

_____ feels/feel _____.

_____ sounds/sound _____.

_____ smells/smell _____.

THE WEB (Description)
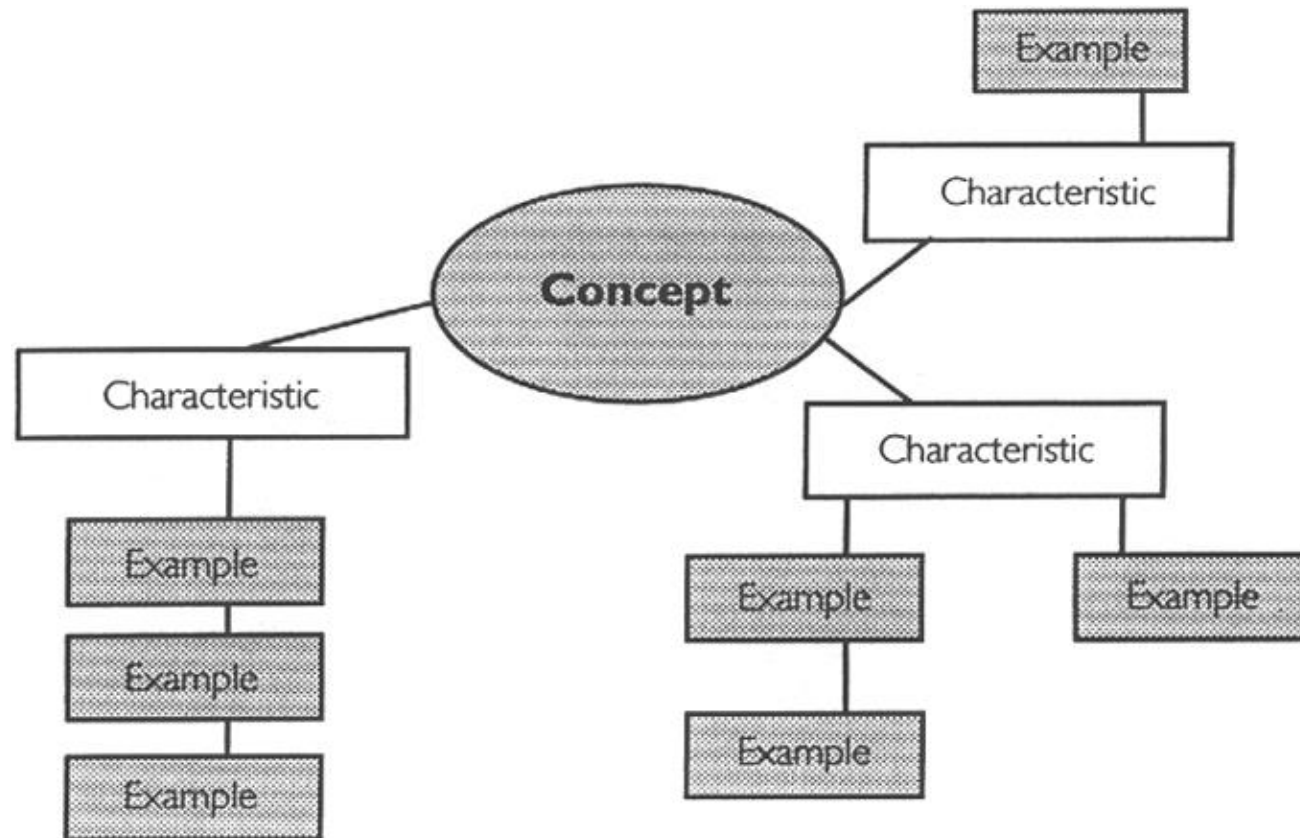
This PORTRAYS it but does not adequately scaffold the language needed to process it!

Example: Process information from book

largest member of the cat family in North America

carnivorous

Amazing mountain lions

secretive and so are hard to find

beautiful and dangerous
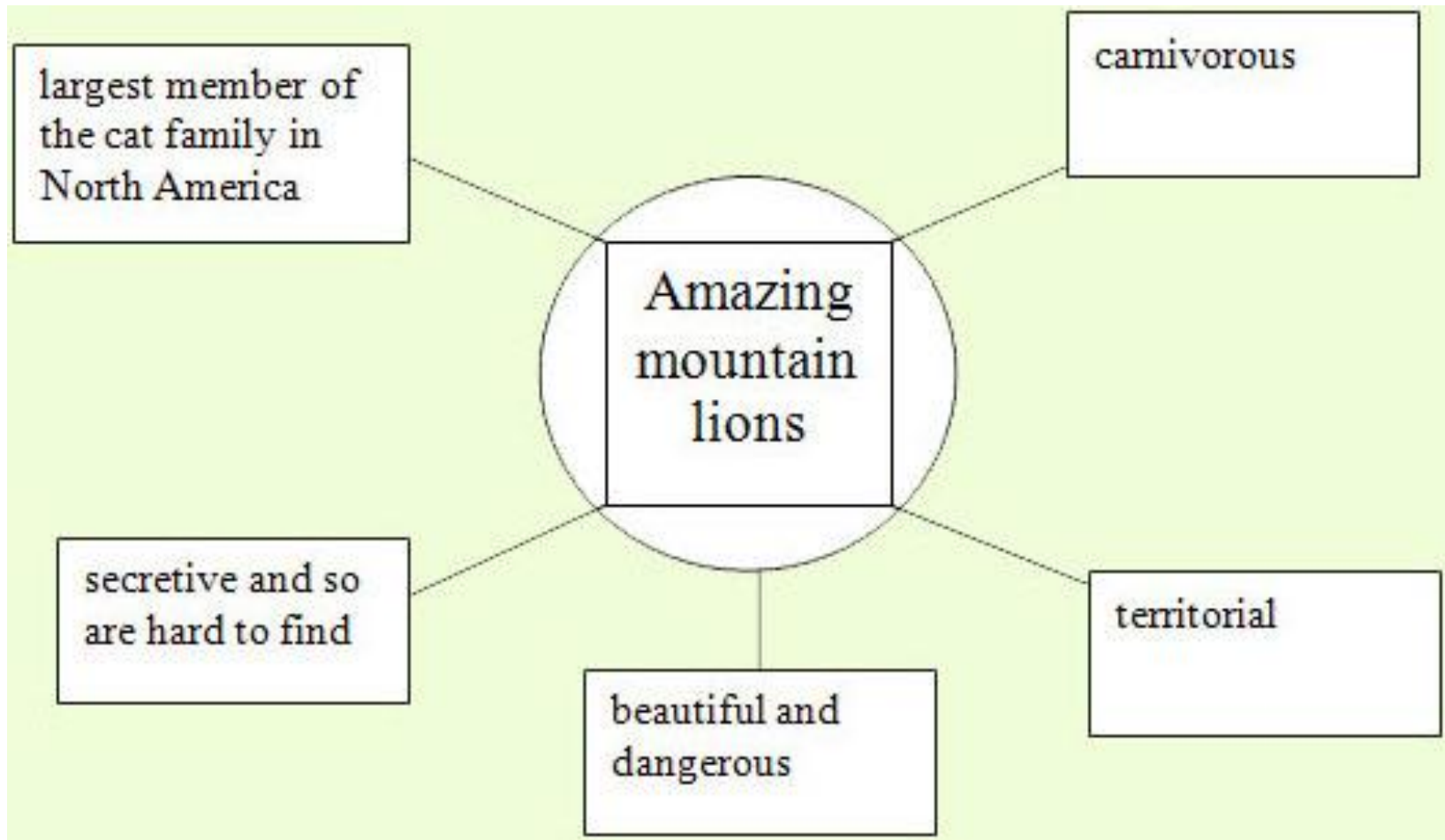
territorial

You need descriptive LANGUAGE (verbs, structures, adjectives) to actually talk about it!

- Mountain lion**s are** _____.
- Mountain lion**s are** _____ **and** _____.
- Mountain lions are secretive and hard to find.
- Secretive mountain lions are hard to find.
- Carnivorous, territorial mountain lions are the largest of the cat families in North America.

ELD Standards—Part II: Learning About How English Works
- ✓ B. Expanding & Enriching Ideas—using nouns & noun phrases, modifying to add details, using verbs
- ✓ C. Connecting & Condensing Ideas—combining & condensing clauses

Tree Map
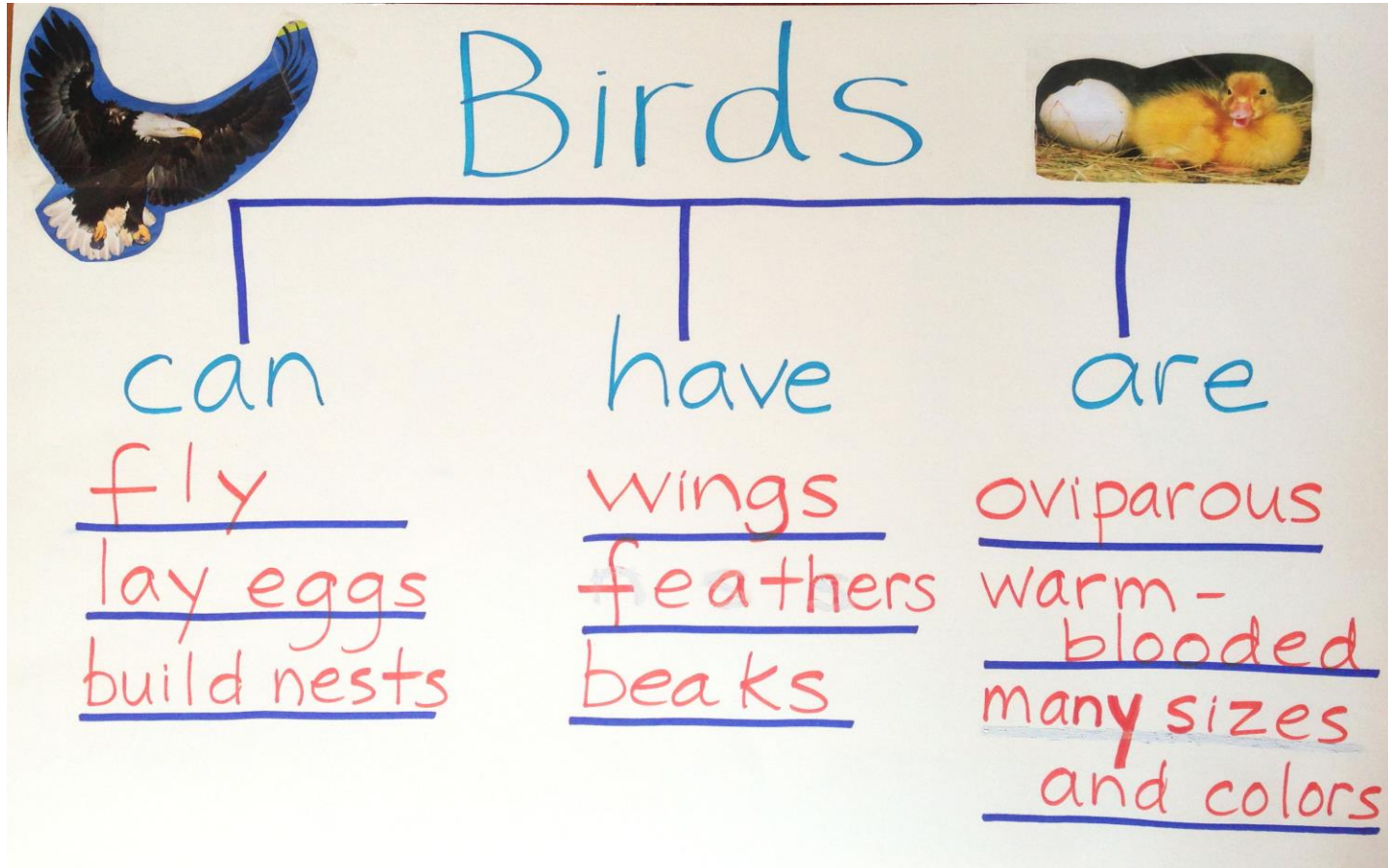
Add the verbs onto the graphic organizer,
as an ELL scaffold

Tree Map   (singular)

A **Birds**~~s~~

can | **has**~~ve~~ | **is**~~re~~

can
fly
lay eggs
build nests

has
wings
feathers
beaks

is
oviparous
warm-blooded
many sizes and colors
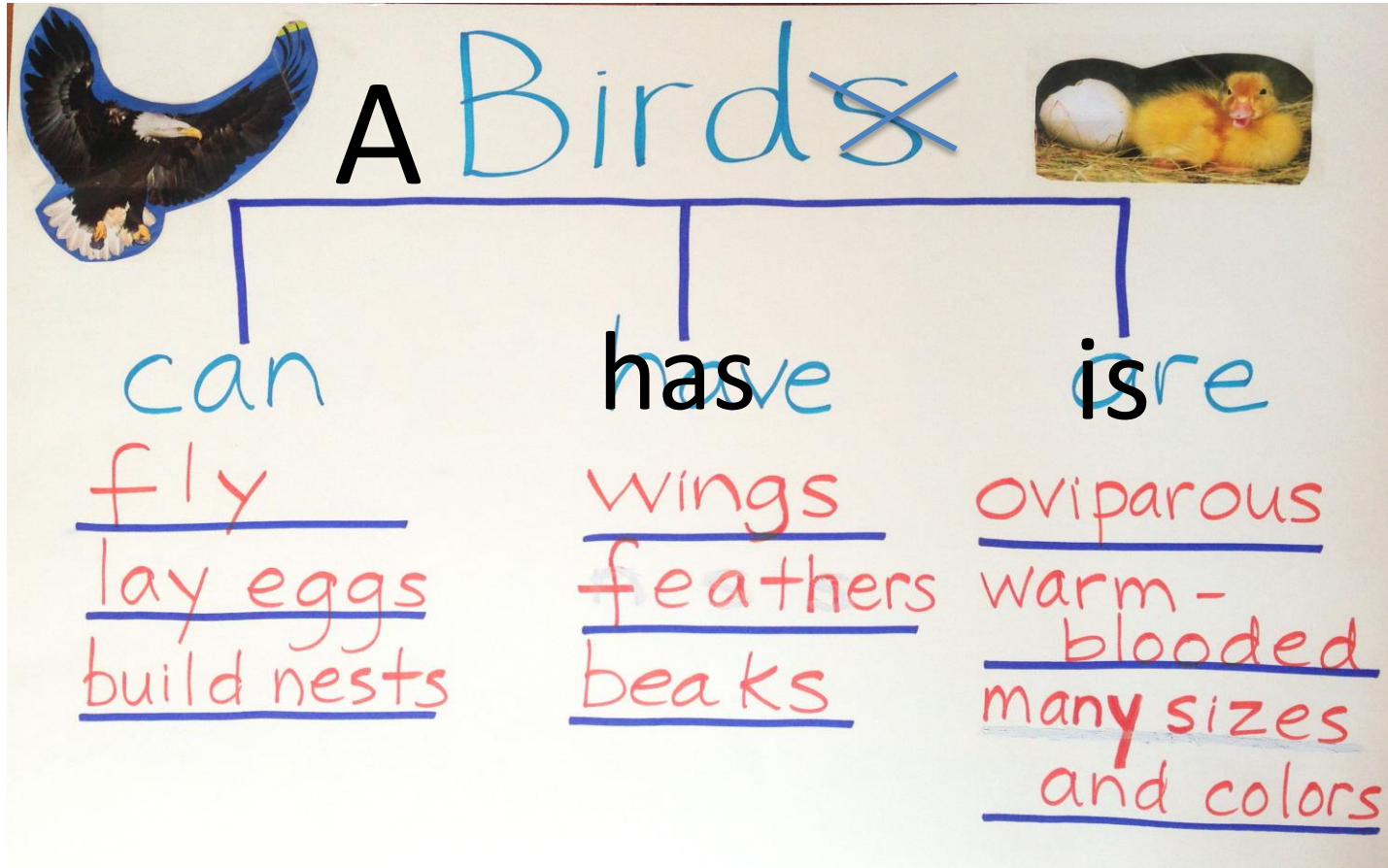
Take it into a designated ELD lesson to teach singular and plural forms of verbs

The Statue of Liberty

is
- a gift from France
- 305 feet and 6 inches tall
- a statue ✓
- copper
- green because of the weather
- standing on a pedestal

has
- a torch
- a tablet
- a crown
- green gown
- feet stepping on chains
- 7 rays on her crown ✓

Symbolizes
- freedom
- the law
- the 7 continents
- opportunity
- democracy
- friendship

The Statue of Liberty is ____.

She has ____.

Also she symbolizes ____

animales
de la

A ___ (is) a type of farm animal.

___ and ___ (are) (types) of farm anim[als]

The ___ provides ___ to make ___.

It, they, is/has/have
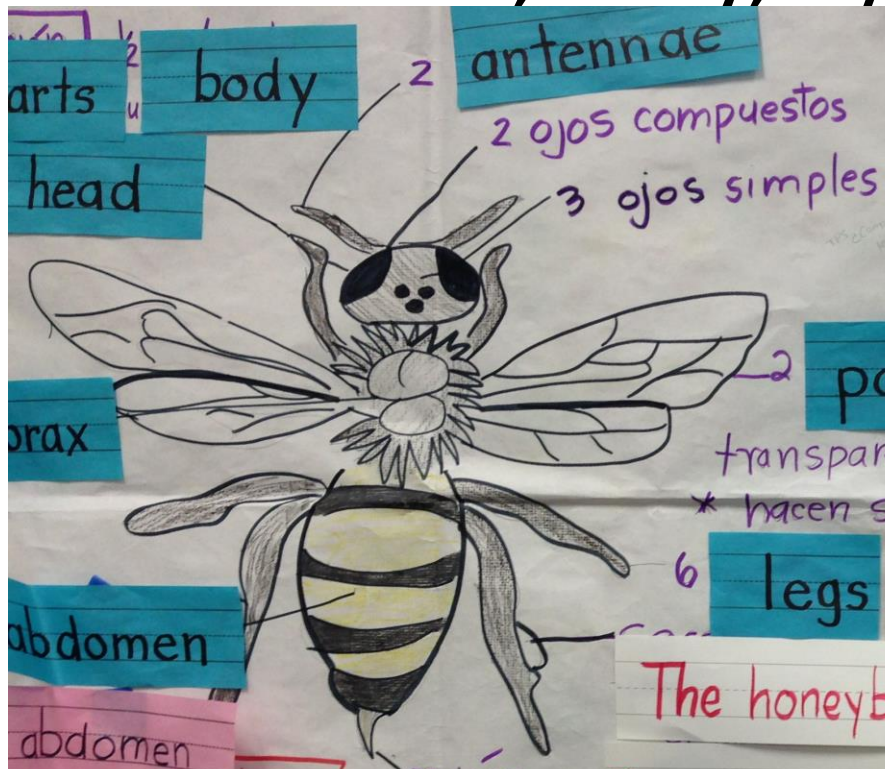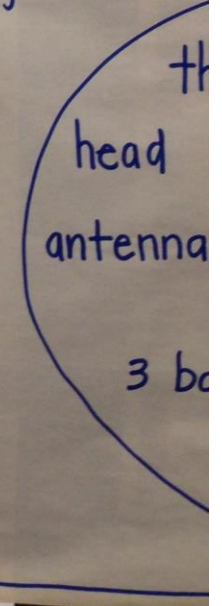
Compare and Contrast

- Vocabulary: Same, different
- Phrases: Compared to, in contrast, differences between, share in common
- Frames: Some are ___; others are ____.
- Comparative suffixes: ____er, ____est
- Whereas, however, as opposed to, on the other hand

(Grammatical aspects: adjectives, conjunctions, superlatives, prepositional phrases, condensing ideas)

Our language function is....

Purpose
- to describe how people, places or things are
- the same or different

Verbs
(action words)

Present	Past
do	did
live	lived
build	built
eat	ate
fish	fished
cook	cooked
catch	caught
make	made

Language Function: Compare and Contrast

Frames
- One similarity between _____ and _____ is _____.
- One difference between _____ and _____ is _____ but _____.
- Another similarity/difference is _____.
- Also, _____.

Graphic Organizers

#1   Same   #2
different

Venn Diagram
3 different | 3 Same | 3 different

THE HOUSE ON MAPLE STREET

Mighty herd

By: Bonnie Pryor
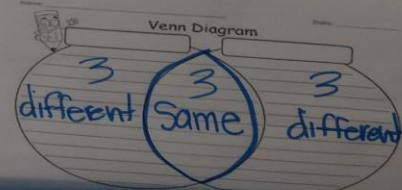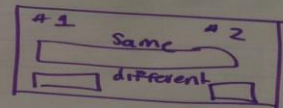
(partial, right side)
- in th...
- were
- the c...
- there
- ranch...
- there houses
- no t...
- after there
- lots
- there horse...
- no gov...

Familiar Content

The Graphic Organizer: VENN DIAGRAM (Compare and Contrast)

Different

Different

SAME
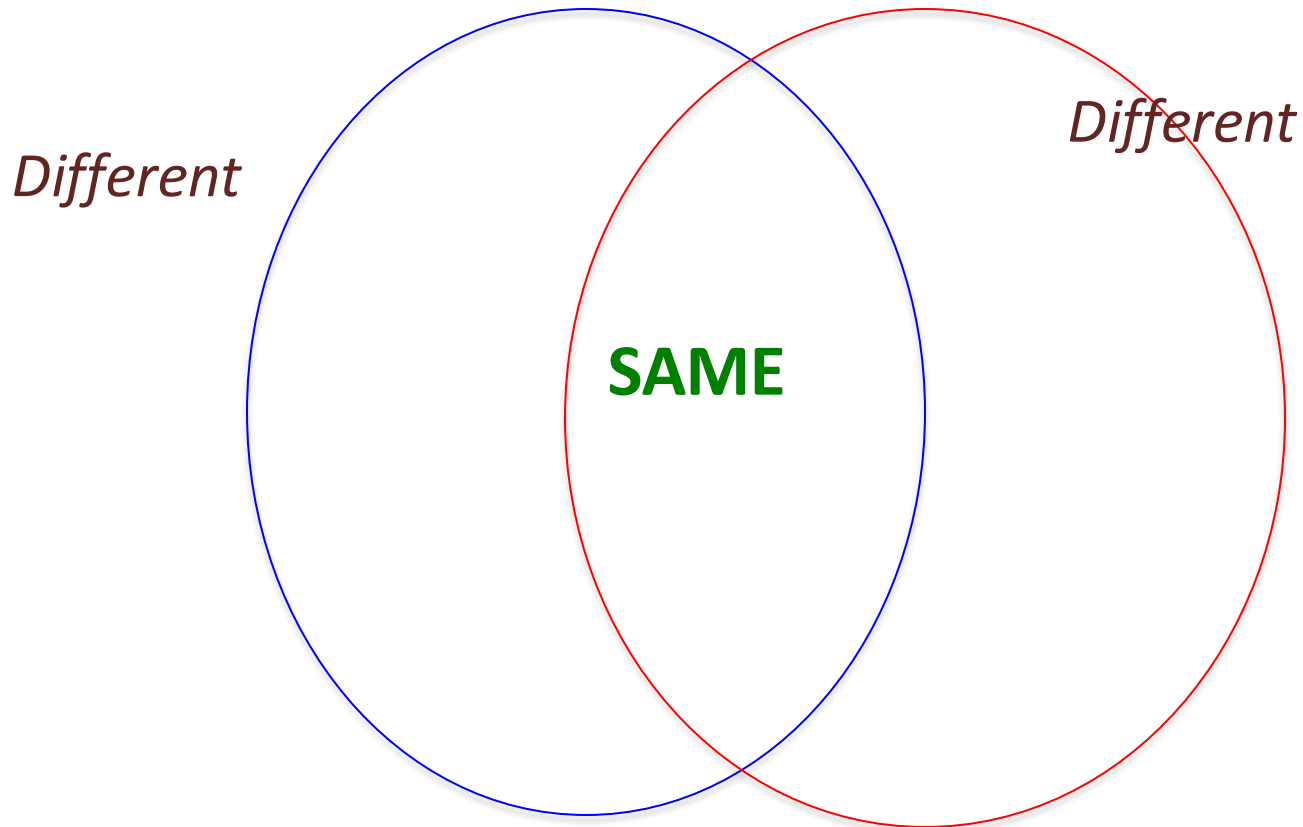
(difference between)

Bats _____, but birds _____.

However, they differ in that birds _____ while bats do not.

Bats   Birds

mammals
live birth   fur
teeth
hang
upside down
wings made
of skin
nocturnal- awake
at night

fly
have
babies
trees
can't fly
at
birth

oviparous
hatch from eggs
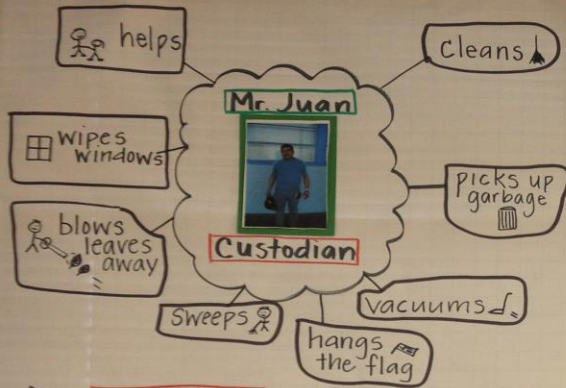feathers
beak
build nests
most sleep at night

Have in common
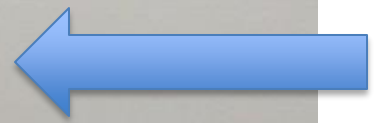
Similarities

Both birds and bats _____.

Similarities between birds and bats include:

Description *(using Webs)* moves into Compare and Contrast *(using a Venn)*
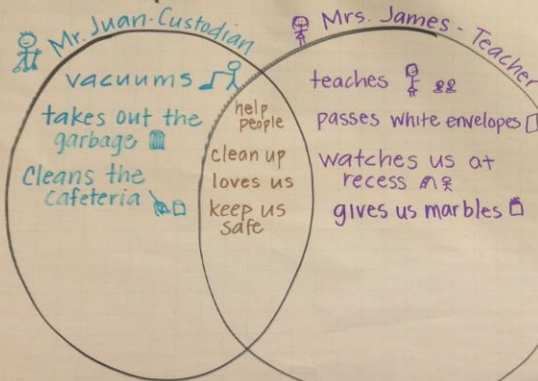
How were the Rancho and Gold Rush time periods the same? How were they different?

Ranchos
- had more leisure time
- people came from Spain and Mexico
- sold leather and meat
- sold cattle to presidios

(overlap)
- lived in California
- everyone worked
- wanted money

Gold Rush
- worked hard, life was difficult
- miners were nicknamed 49ers
- people came from all over the world
- mining for gold
- bought materials from ranchos

Home-school Connection

Juegos que jugaban los niños en el pasado.

Juegos que juegan niñas ahora

Diferente (izquierda)
- Comba
- rueda de San Miguel
- Corro de patata
- Castro • billar
- Vibora de la mar
- tanga • Coyotito
- el avión • el tren
- tres navios en la mar
- La silla de la reina
- el trompo • Stop
- balero • pastel
- el piano
- ~~Los encantados~~

Ambos igual (centro)
- lotería
- soccer
- ajedréz
- escondidas
- canicas
- Zapatito inglés (blanco)
- los encantados o "la traís"
- roca, papel, tijeras
- brincar soga
- cartas
- yo-yo

Diferente (derecha)
- futbol Americano
- basquetbol • tenis
- futbolito
- burbujas • bolibol
- rompecabezas • golf
- hockey • bingo
- hula-hoops • ~~yoyo~~
- domino • columpios
- Carritos • plastilina
- rondas • boliche • bingo
- monstruo infectado
- videojuegos • mangala
- duchball

(texto lateral izquierdo)
que jugaban ... en el pasado

... de ... de ... ica's ... cer ... llar ... nga ... coyot... l avión ... l tren ... Tres na... hay en el ... La silla ... Rein... el tr... el b... El past... El piano
- Los encantados
- Las escondidas

(texto inferior)
- plastilina
- videojuegos
- Kend...
- roca, papel, t...

3rd grade

Blue Whale

- Biome: Ocean ～
- baleen → feeding
- blowhole → breathing
- flippers → steering
- tail → moving

(center / overlap)
- largest animal in biome
- mammals
- endangered
- have a tail

same similar

African Elephant

- Biome: Savannah grasslands
- herbivore
- teeth → grind food
- tusks → protection, stripping bark
- trunk → breathing, drinking, lifting
- padded feet → walking
- tail → swatting flies
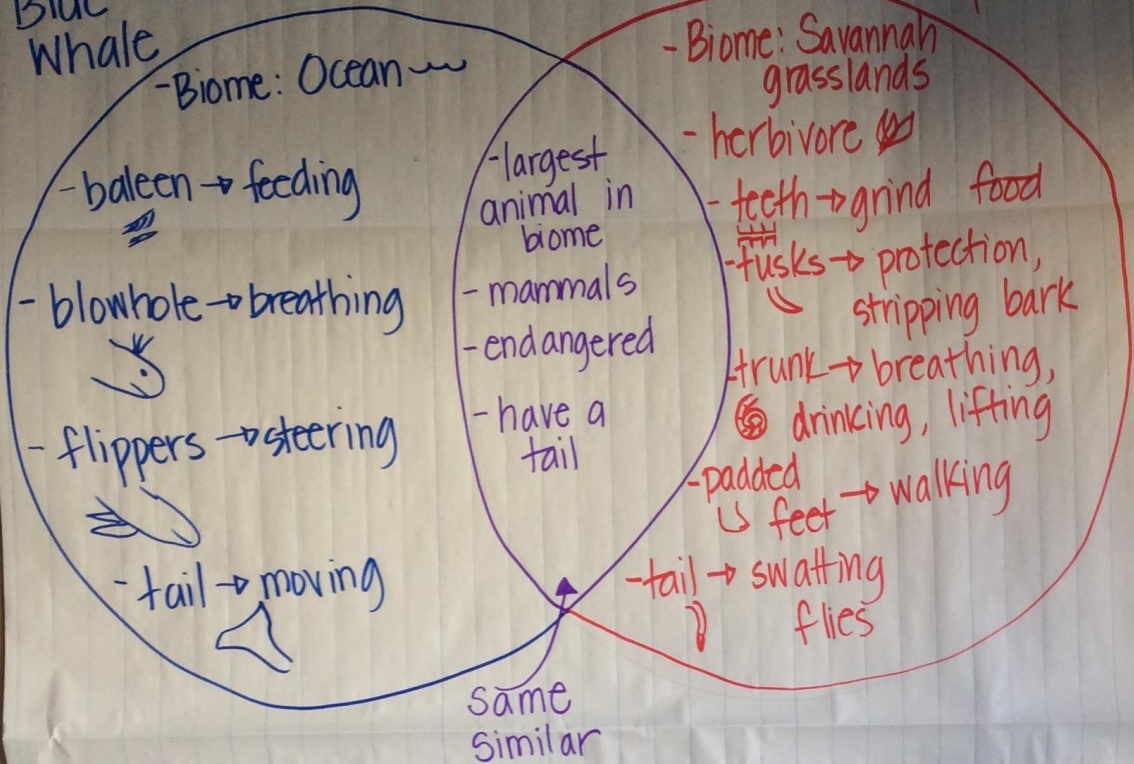
Both the blue whale and African Elephant _____.

Similarities between African Elephants and blue whales include _____, _____ and _____.

Blue whales _____, but African Elephants _____.

The blue whale differs from the African Elephant because _____

Insecto	Habitat	Color	Tamaño	Actividad
Mariquita	hojas	anaranjadas manchas negras y blancas=amarillo rojo, negras	un frijol	se comen afidos
Libelula	Cerca del Agua	varios Colores	1-4 pulgadas	Moscas, Abejas,
				Mariposas, Las Abejas

Police
Office

police station
community

Some community workers are _____ ; others are _____

whereas

(community worker)   (what they do)   (community worker)   (what they do)

Libra

· library
· help people
find media

books, DV
magazine
· cart

Firefighter

· community
· fire station

· put out fires
· emergency

· firetruck
· turnouts
· first aid
supplies

Community workers are different.

community worker

Sequence: Flowchart

Sequencing Events retelling

Flow chart

| Event 1 | → | Event 2 | → | Event 3 | → | Event 4 | → | Event 5 | → |
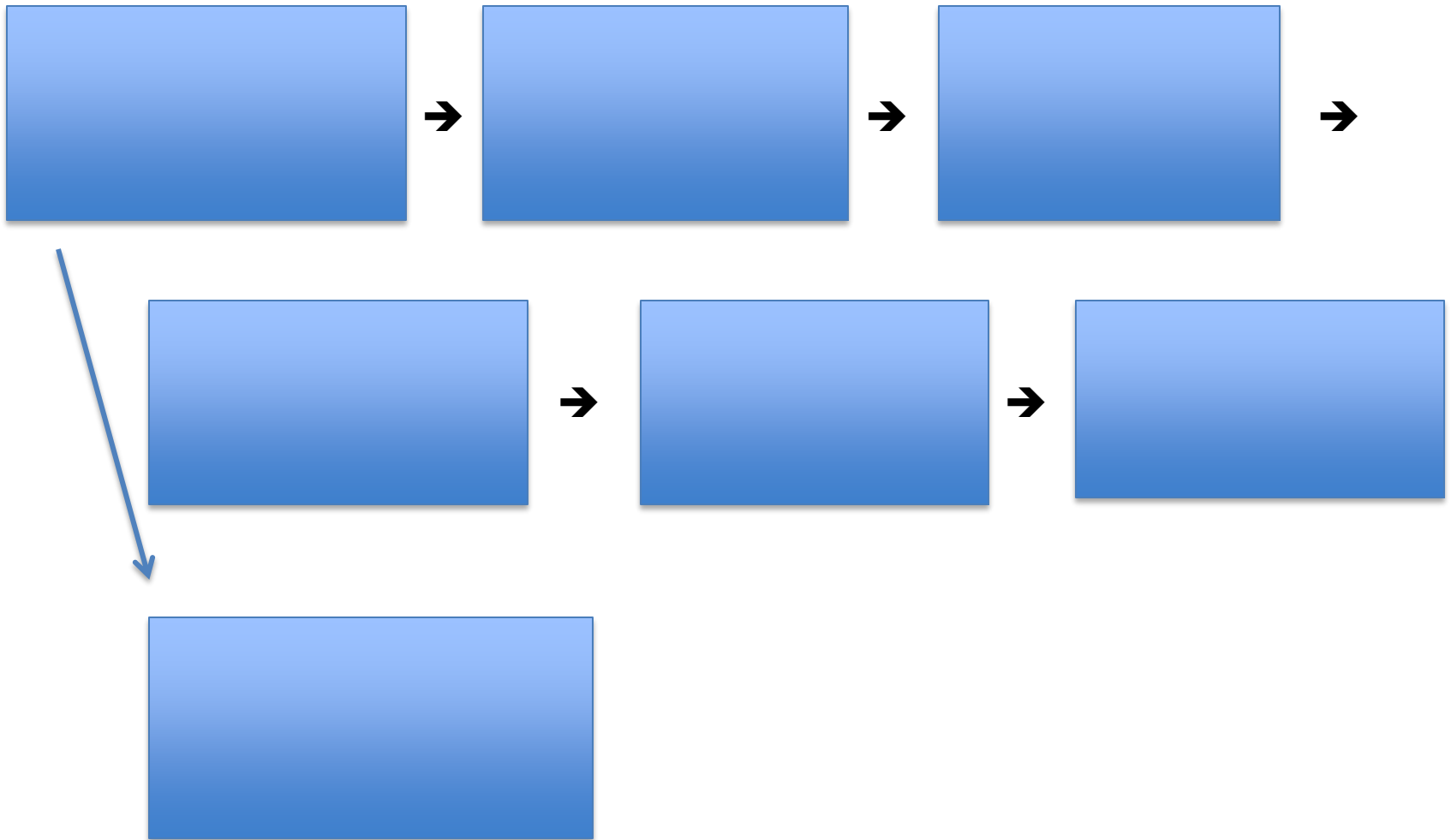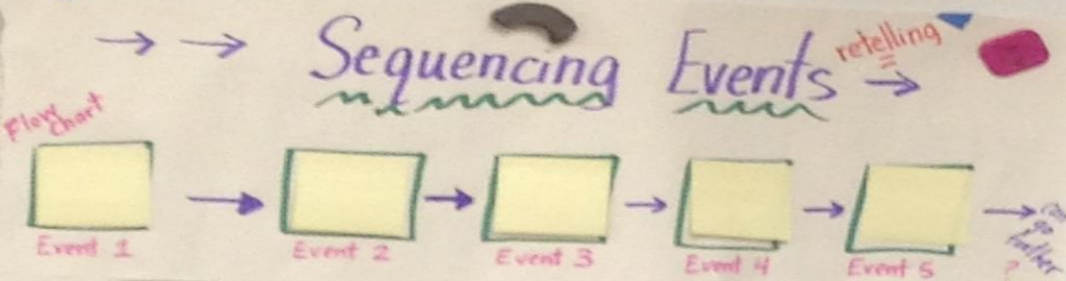
Beginning	In the beginning,
	Initially,
	When it all started,
Middle	Then, later
	Eventually,
	Next,
End...	Subsequently,
	Later on,
	Finally,
	In the end,

Past Tense Verbs

First _____
Then _____
Finally _____

-ed Regular	no -ed Irregular
discovered	found
arrived	came
founded	built
established	
cultivated	
opened	
lived	

Sequencing

Beginning	Middle	End
First	Then	Last
In the beginning	Next	Finally
When it all started	Eventually	Subsequently
Initially	Later on	In the end

Sequencing → → → → →

Box 1:
The beginning the ohlone arrived around San Jose 3,000 years ago
-Conquerers go to California.
• Spanish
• Pueblo
• Presidio
• Juan Bautista

Box 2:
• Then, Mission San Jose was established
-1833 - ranches
• Rancho Sala
• Teresa

Box 3:
• Eventually they found mineral deposits of mercury
- The gold was discovered James Marshall Wells Fargo was opened

Box 4:
In 1840 the train was o

Box 5:
(blank)

Beginning	Middle	End
First _____.	Then _____.	Last _____.
In the beginning ____.	Next _____.	Finally _____.
When it all started ____.	Eventually _____.	Subsequently _____.
Initially _____.	Later on _____.	In the end _____.

Cadena alimentaria

Kinder

Butterfly Life Cycle

egg

butterfly
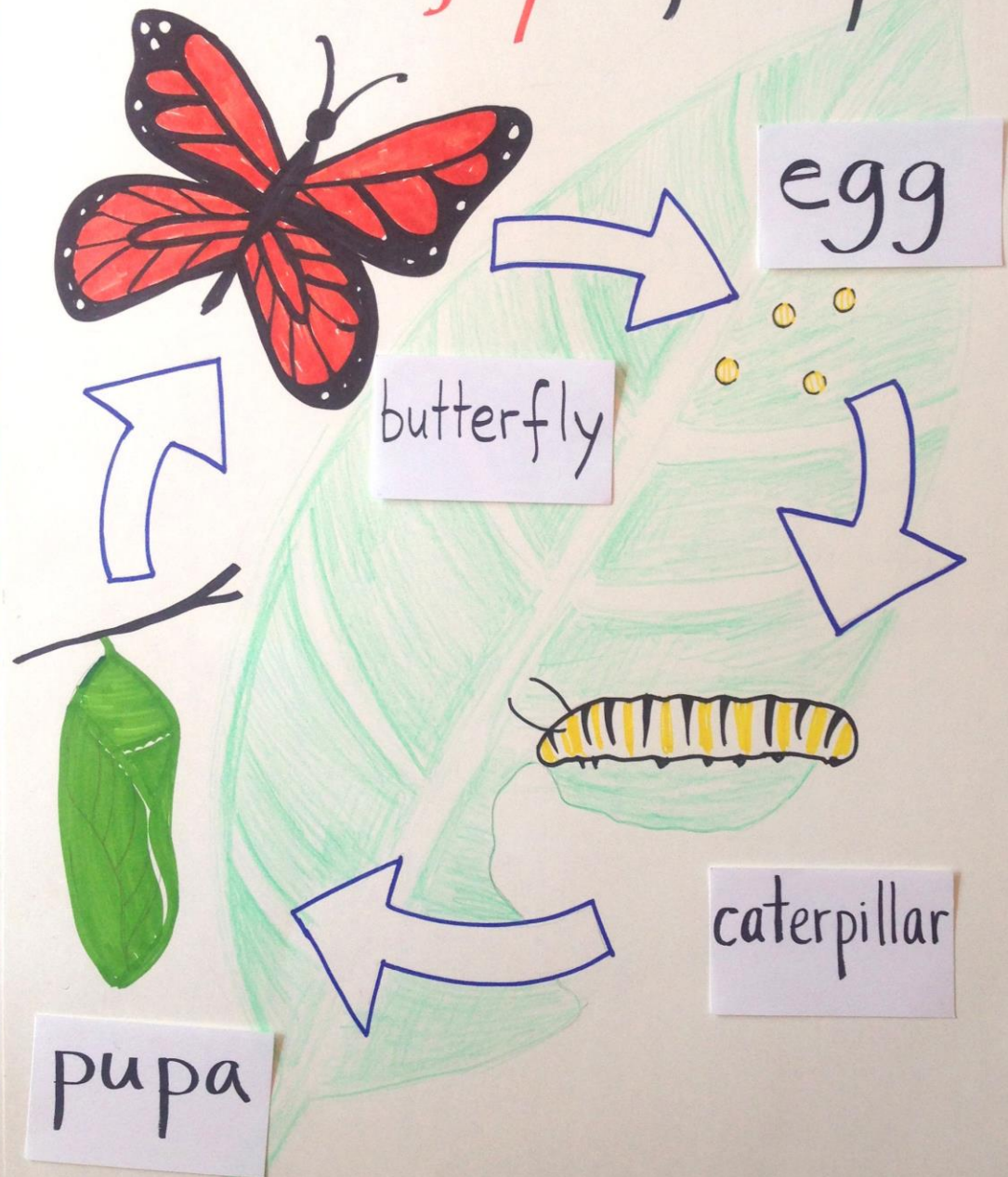
caterpillar

pupa

Kinder

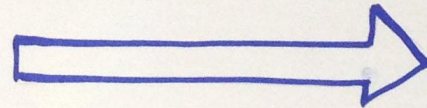| egg | caterpillar | pupa | butterfly |
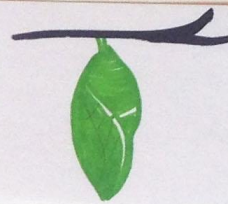
First → Next → Then → Finally →
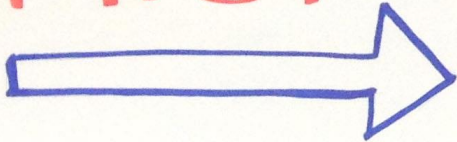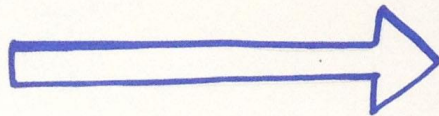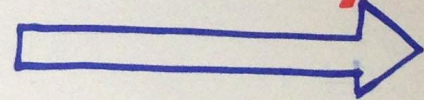
Cow

Classification: mammal
lifespan: 25 years

Life Cycle: 4 stages
- duration: 2 years

④ Mature Adult
- variation among population

cow (female)

2 years

udder- produces milk

① Egg
- begins to grow when fertilized

③ Calf - offspring
- born alive
- drinks mother's milk
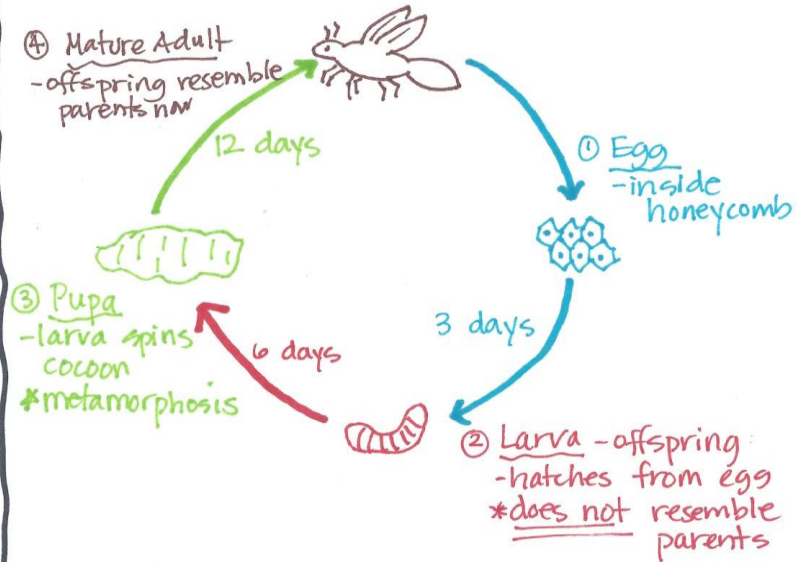* resemble parents when born

9 months

② Embryo
- grows inside mother
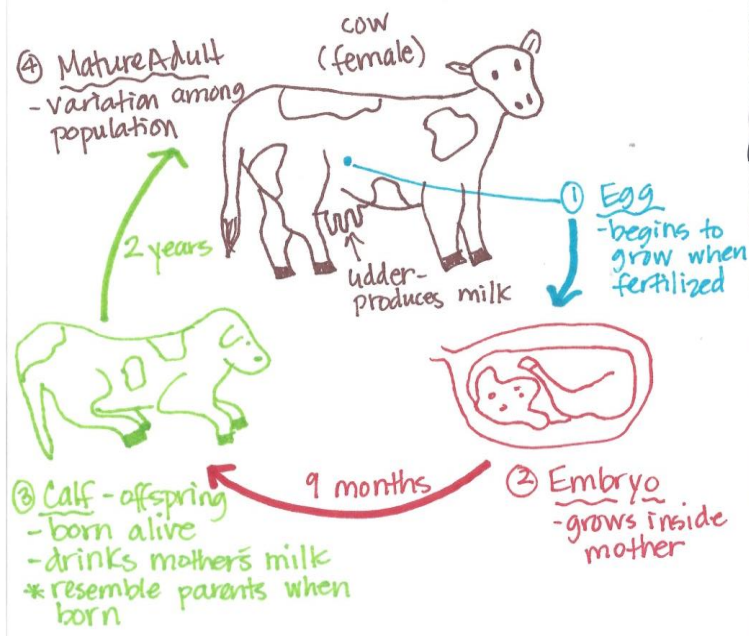
Resources
- dairy products
- meat
- leather
- labor

Honeybee

classification: insect
lifespan:
• queen: 3-5 years
• drones: 1-3 months
• workers: 1-6 months

Life Cycle: 4 stages
- duration: 21 days

④ Mature Adult
- offspring resemble parents now

12 days

① Egg
- inside honeycomb

③ Pupa
- larva spins cocoon
* metamorphosis

6 days

3 days
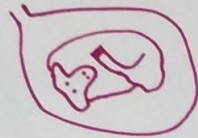
② Larva - offspring
- hatches from egg
* does not resemble parents

Resources
- honey
- cosmetics
- non-food products - wax
- medicine
* pollination of flowers/crops

by Jennifer Analla

2ⁿᵈ grade
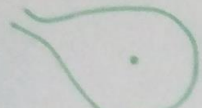
First → (Egg)
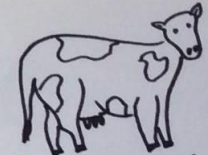
Next → (Embryo)

Then → (Calf)

Finally → (Mature Adult)

A "Beyond" Activity
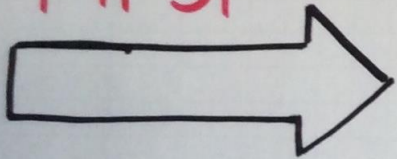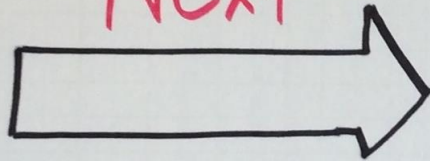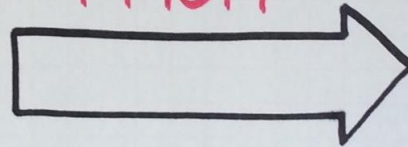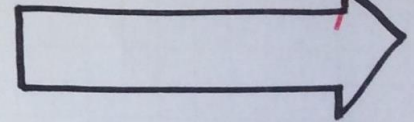
Tell your parents about the life cycle of the peanut plant and the cow. Ask them what they know about plant and animal life cycles. Write or sketch their response.

Mature Plant

Blossom

Peg

seedling

seed

_____
Parent Signature

_____
Student Name

Comments:

Life Cycles of Plants & Animals
J. Analla & P. Pate

Cause and Effect.....

Cause and Effect

Quantification

Animales del Océano

Animales de la Granja
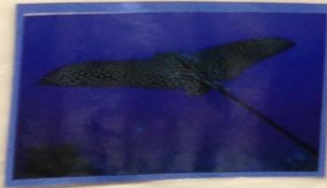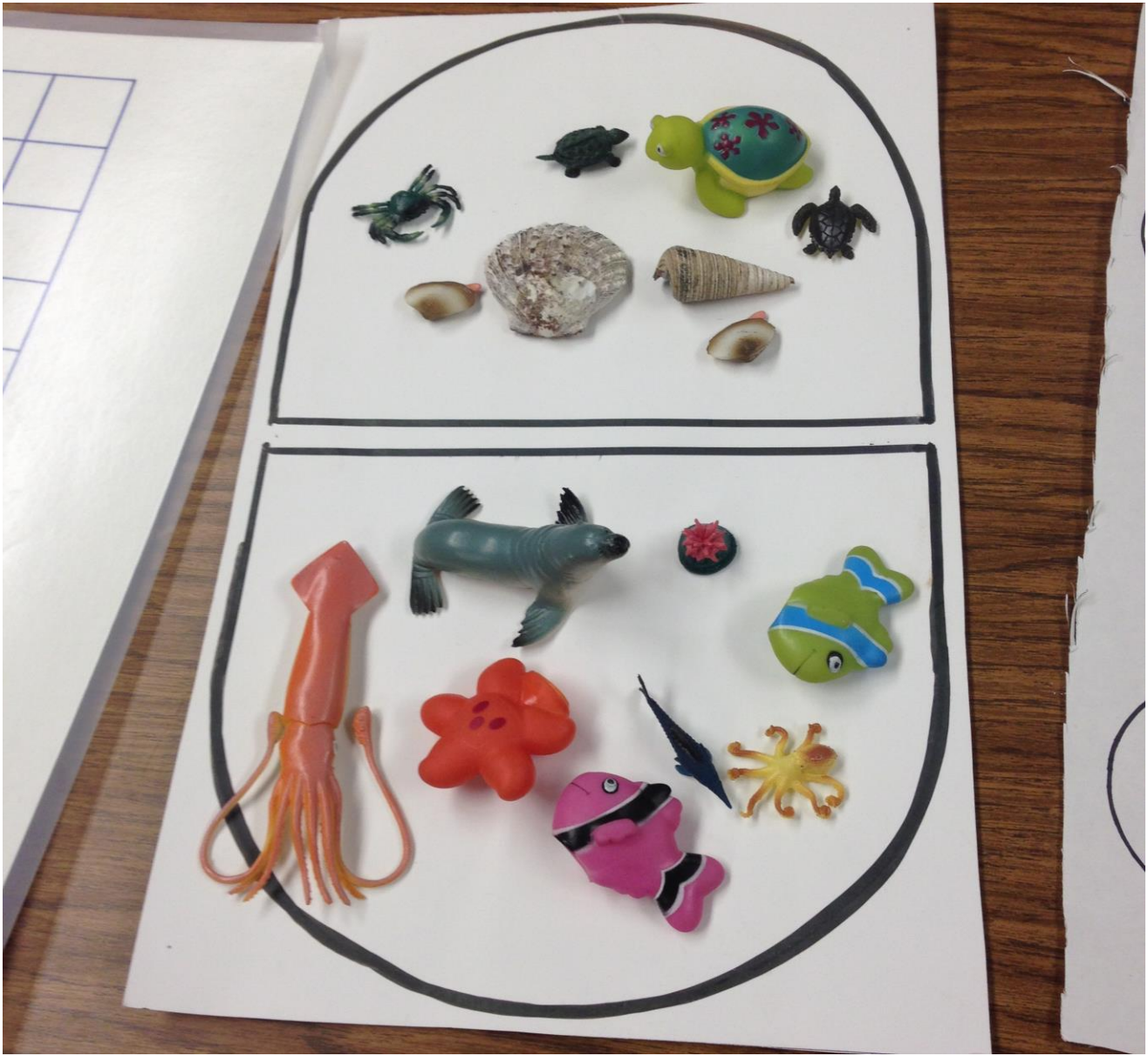
Classification & Description
- In Spanish first
- Manipulatives & graphic organizer board
- Take it into ELD
- Nouns: *"This is a _____"*
- *"The small animals are: ____ and _____"*
- *"The ___ and ___ **belong together** because they **are both** small.'*

Use Language Function related Graphic Organizers for ELLs throughout and across a unit

INTO

Elicit Information

- Before instruction
- Assess & access what students know already

A "Way In"

Get students thinking about a topic in advance

Establish language function vocabulary and basic frames

THROUGH

Present Information

Provide visual support for the presentation and shared processing of new information

BEYOND

Process Information

As tools for students to use in

- Centers
- Small group work
- Independent work
- Homework
- Culminating projects and performance assessments

Kindergarten
Force and Motion…. Push and Pull
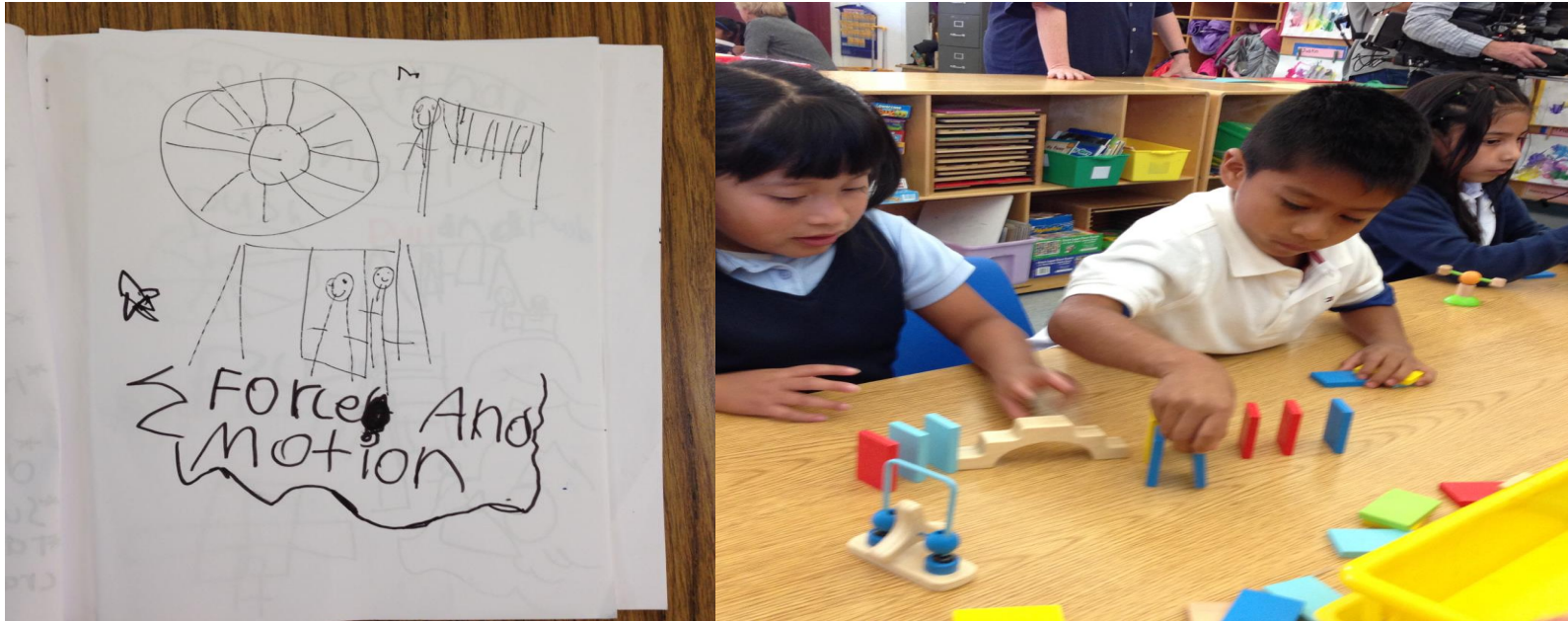
What role did the graphic organizer and language function play in supporting English Learners to gain access to and participate in the academic content?

Becoming more intentional and using the ELD standards for planning

Introduce Language Objectives

- Language objectives state the language/linguistic task you want students to be able to demonstrate *at the end of the lesson(s)/unit*.
- Language objectives:
  - may involve any of the **four domains of language skills** (listening, speaking, reading and writing)
  - are related to the **language function** required by the content
  - engage the **vocabulary and concept words and academic language** of the content
  - are differentiated
  - are developed in tandem with the ELD standards

CALIFORNIA ELD STANDARDS
(Understanding how they are organized and what is in them)

LANGUAGE MODES
I. Interacting in Meaningful Ways
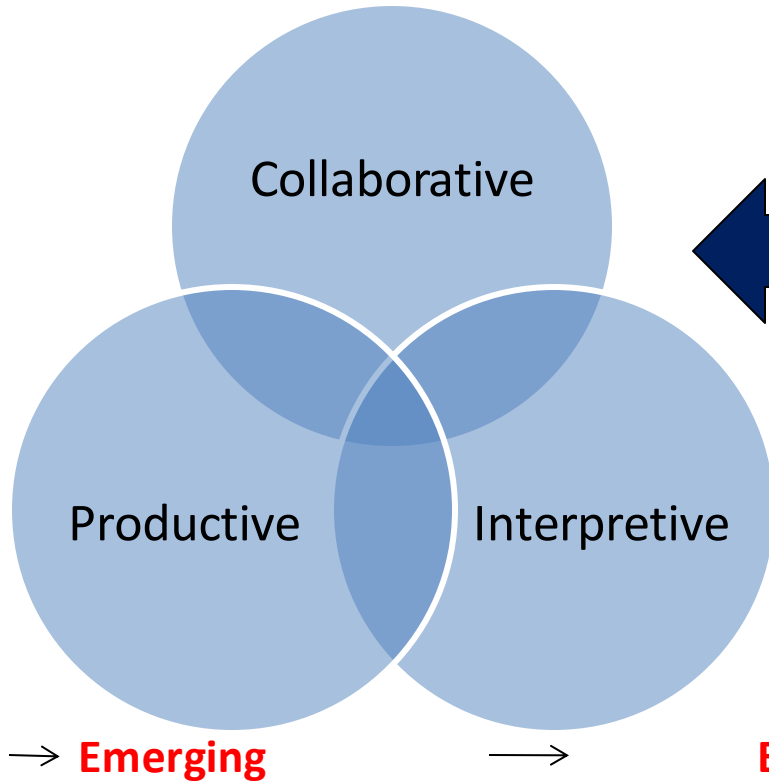
LANGUAGE PROCESSES
II. Learning How English Works

Collaborative

Productive

Interpretive

Structuring Cohesive Texts

Connecting and Condensing Ideas

Expanding and Enriching Ideas

→ **Emerging** → **Expanding** → **Bridging** →
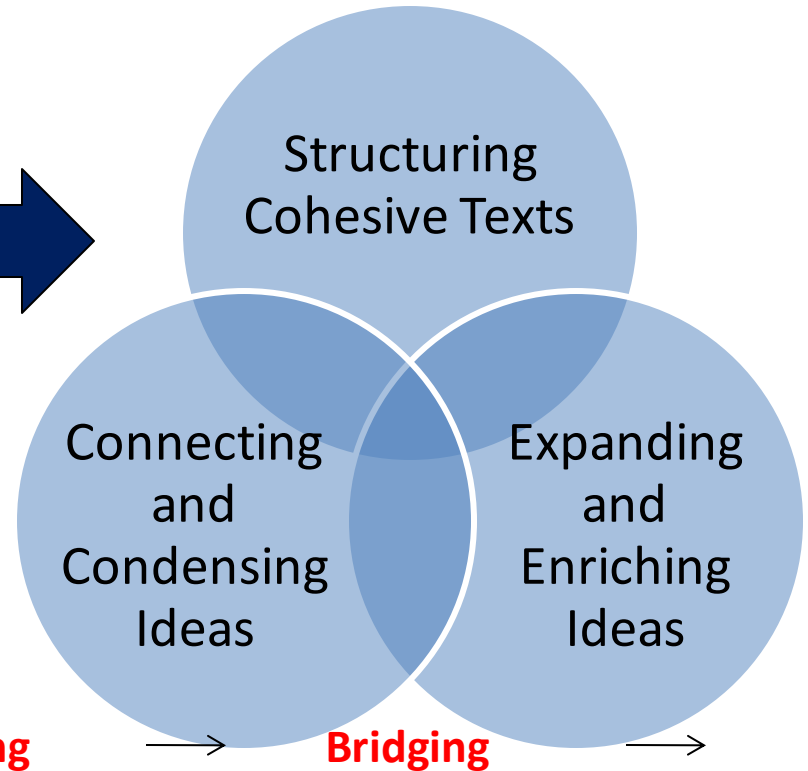
III. Using Foundational Literacy Skills

"Scaffolding does not change the intellectual challenge of the task, but instead allows learners to successfully participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future."
from the CA ELA/ELD Framework

What do you want students to DO?

What is the content they are engaging with?

What language resources do they need in order to do the task with this content?

TASK + **SUBJECT** + **LANGUAGE RESOURCES**

Language Objectives for ALL students

Example – for all students

- **Students will deliver an oral presentation*** on how force effects the motion of an object using the language of cause and effect and academic vocabulary**.

What do you want students to DO?

What is the content they are engaging with?

What language resources do they need in order to do the task with this content?

TASK + **SUBJECT** + **LANGUAGE RESOURCES**

ELD Standards
*Part I
Interacting
In Meaningful
Ways*

Content Standards
& Language function

ELD Standards
*Part II
How English Works*

Find the ELD standards

- Look in the ELD standards Part I ("Interacting in Meaningful Ways") to find the type of INTERACTION this task requires

  writing, listening actively, exchanging ideas and information, interacting with others, offering opinions, reading closely, presenting, selecting and applying precise vocabulary and language structures

- Look in the ELD Standards Part II ("How English Works") and Language Function binder to locate the aspects of language students will need to carry out this task

  Understanding text structure and cohesion, using verbs and verb phrases, using nouns and noun phrases, modifying to add details, connecting ideas and condensing ideas

And note the suggested scaffolds and modifications by English proficiency level!

Example

- **Students will deliver an oral presentation*** on how force effects the motion of an object using the language of cause and effect and academic vocabulary** taught in the unit.

* ELD Standard Part I. C. 9 *Interacting in Meaningful Ways, Productive Language,* ***Presenting***

** ELD Standards Part II, B 3, 4 and 5 *Learning about how English works, expanding and enriching ideas, **verbs, nouns and modifying to add details, dependent clauses.***

And the ELD standards then delineate how to differentiate by ELL level!

TASK + SUBJECT + LANGUAGE + **SCAFFOLDS**
RESOURCES

Scaffolds might include: using visuals or manipulatives, charts and graphic organizers, sentence frames and sentence starters, working in pairs or small groups, with teacher support and prompting, gestures and drawing, briefness or extendedness of product

*The ELD Standards provide a continuum of supports and scaffolds that will help with this!

Example of differentiated language objective with scaffolds specified

- My Emerging Level ELL students….. **will deliver a brief oral presentation as part of a small group using a collaboratively developed poster** on how force effects the motion of an object using **a basic "____ because _____"** cause and effect **frame** and academic vocabulary.

Practice writing
Differentiated Language Targets

LESSON LANGUAGE OBJECTIVE: Students will be able to describe the characteristics of a Krill, it's diet and prey using academic language.

(What's the task? The subject? The Language?)

To differentiate

Look up the "task" in the ELD standards – could be presentation or writing. What are the scaffolds suggested for Emerging?

Emerging

With support of the teacher and visual support of the Draw and Label, students will answer simple "yes/no" questions and "wh-" questions using gestures, words and simple phrases about the Krill, it's diet and prey.

(What's the task? Subject? Language? Scaffolds?)

Which ELD standards are involved?

Emerging

With support of the teacher and visual support of the Draw and Label, students will answer simple "yes/no" questions and "wh-" questions using gestures, words and simple phrases about the Krill, it's diet and prey.

ELD I.C1, ELD I.B.5, ELD I.C.9, ELD II.B.4,

Expanding

In pairs, students will collaboratively prepare and deliver a brief oral presentation describing the characteristics of a Krill, it's diet and prey and using academic and domain specific words pointing to the relevant sections of the Draw and Label.

ELD I.C1, ELD I.C.9, ELD I.C.12 ELD II.B.3, ELD II.B.4, ELD II.C6

Share their examples – and give specific ELD standards (e.g., ELD I.C.10) to write differentiated language objectives

- Newcomer students will accurately identify and point to the steps in the life cycle of a butterfly on the Draw and Label when I recite the vocabulary of the stages.

- Emerging students will draw a picture and dictate a description of the life cycle of the butterfly, using arrows and numbers and basic identifying vocabulary to depict sequence.

- Expanding students will work in small groups to create a poster and write a short collaborative informational paragraph about the life cycle of the butterfly using simple sequence language

- Bridging students will independently write informational text using complex sentences, a variety of adjectives and extended narrative to describe the life cycle of the butterfly and to describe details of each stage.

Steps so far…..

- Identified the **Language Function** for Unit *(derived from the content standards)* ☑

- Immersed students in graphic organizers and language function ☑

- Articulated the **Language Objective** based upon the the performance task students need to be able to do using language to demonstrate their content learning *(e.g., do an oral presentation, write about a topic, ask and answer questions, read a passage)* ☑

- Established **differentiated objectives** for ELL students at different levels with specified scaffolding ☑

Example of our Kindergarten video...

- <u>NGSS</u>: PS 2.1 Plan and conduct an investigation to compare the effects of the force of push and pull on the motion of an object.

- <u>Language Function</u>: Cause and Effect

- <u>Leading to Performance Task</u>: Students will use cause and effect language to present how force effects the motion of an object

- <u>English Learners scaffolds</u>: Deliver a collaborative oral presentation *(using visuals or manipulatives)* to demonstrate how force effects the motion of an object using sentence frames of choice.

In order to design and plan instruction, teachers need a toolkit of scaffolding strategies

- Draw and Label (pictorials)
- Graphic organizers
- Structured oral interaction & collaborative conversations
- Narrative retell
- Content based chants
- Vocabulary in Context
- VIsuals

- Shared research projects
- Cooperative writing and editing
- Interactive dialogic read alouds
- Structured team tasks
- Barrier Games
- Researcher centers with hands-on materials
- Total Physical Response
- And more……

When and how does this happen?

- During Designated ELD time, work on the **linguistic features** ELs need in order **to access academic content and participate in academic tasks** – informed by and sometimes using material from the rest of the day – using the opportunity presented by the academic content to *focus on LANGUAGE*, including foundational ELD that you couldn't adequately do with whole class

- During the rest of the curriculum (Integrated ELD/SLD), teacher awareness of ELD standards and linguistic *demands of the content* guides the kind of **graphic organizers**, **vocabulary focus**, **scaffolding, modeling, differentiated prompts** and activities needed to support EL access and participation.

In short…

- Integrated ELD
  - When: WHILE you're teaching the regular curriculum
  - How: You support and scaffold ELs to be active participants in and successful with the content
  - Standards: Content standards rule, ELD standards used to guide scaffolding

- Designated ELD
  - When: It's own dedicated time during the day **AND also** in small differentiated groups throughout the day
  - How: "In preparation for" or "In response to" what is happening in the regular curriculum and what you notice about their language needs
  - Standards: ELD standards rule, the language function implied in the content standards used to guide focus

Integrated and Designated Planning

Look at Sample

Planning the sequence of lessons
What happens in integrated?
What happens in designated?

- Depends in part on class composition
- Plan the order for teaching designated ELD in relationship to the content work being done whole class and through integrated ELD

   *(Some will be **PRIOR** to the whole class being introduced to the content, some will be **parallel**, some will be **review** of material students have experienced with the rest of the class)*

Plan integrated and designated in relation to each other

Day	Integrated ELD (whole class)	Designated ELD for Emerging
1		Preview key verbs (singular, plural) and verb forms using familiar content (e.g., eat/eats, is eaten, is eaten by) Review and practice sequence language (e.g., first, then) using familiar content ↙
2	Draw and Label on Ocean Life Food Chain for whole class – Will use visuals to present content and will model sequence language ↘	Practice sequence language using content and vocabulary from the Draw and Label and pointing to Draw and Label. "The ____ eats the ____. Then the ___ eats the ____"

Typical flow of **Designated ELD** for a K-3 SEAL Unit

Week	ELD focus
1 Into	Frontload basic language function using familiar content; scaffold with graphic organizers and function-related vocabulary; access/assess prior knowledge and teach foundational English related to content of unit
2 Through	Based on initial exposure to content (e.g., Draw and Labels, Narratives and Read Alouds) students ask and answer questions about details, chant in English related to content, build English vocabulary (ELD Parts I and III), practice language function with content AND THIS IS BASED ON OBSERVING WHAT STUDENTS NEED!
3 & 4 Through	Based on content/vocabulary and literature, students address ELD Part II: Learning About How English Works A, B and C
5 & 6 Beyond	Hone in on final culminating performance tasks: ELD Part I: Interacting in Meaningful Ways Oral presentations, ELD I.C.9, ELD I.C.11 Into writing ELD I.A.2, ELD I.C.10

Look at the provided unit plans

- Identify some examples of what is being done during designated ELD **in preparation** for what will be done whole-class

- Identify some examples of what is being done during designated ELD **in response** to, in review of, and in application from what was done whole-class

- Identify some examples of the kinds of scaffolding occurring **during** integrated ELD that support ELL participation and comprehension

Modify plan based on observed student needs

- Listening for language
- "Tell me about…", 5 exchange conversation
- What you notice
- Use resources from prior ELD programs/materials
- Base the work in familiar content AND applying it to the academic content of the unit

D-ELD: When and how much?

- During regular day
- Instruction matched to proficiency level and/or language needs
- Provided by qualified teacher
- Materials and instruction designed to meet needs
- Research-based rationale for grouping
- Various possible scenarios to consider

The Big Lift

- This takes **professional development** *(in strategies, in understanding the standards, in understanding the process of planning)*

- This takes teacher planning and collaboration **time**

- This requires **clear messages** about expectations regarding when and how ELD will occur – and how students should be grouped

- Because it is complex and a major shift from prior practice, it requires a **TRANSITION**

Transition

- Recognize it will take time.

- Work in increments: *e.g., begin using graphic organizers and language function support during "integrated ELD", and frontloading and practicing that language function during 2 days a week of "designated ELD" – continue with prior ELD approach the other 3 days.*

- Provide coaching, planning time and collaboration time

Discussion

- Which aspects of this are **similar** to what you are doing or are seeing being done to prepare teachers to implement integrated and designated ELD?

- What seems new or important to you about the approach we have taken in SEAL?

- How might the SEAL approach and resources be useful to you?

WARNINGS

- Maintain the focus on ELD. We have to be sure it is happening!
- Don't lose the intent of CONTENT-based ELD and basing ELD on student need because of the relative ease of just purchasing a program
- Beware the message: SDAIE = Integrated
- Clear LCAP implications
- Use this as an opportunity to really deepen teacher understanding of language and language development!

THANK YOU!

Laurie Olsen
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