Integrated and Designated ELD: What does it really look like? How do we make it happen? A PreK-3 example

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Prevent Long Term English Learners

Implement new convergent English Learner Research

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

SEAL PreK-3 Model
• 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**
  - Separate
  - Self-contained
  - Program defined
  - Minutes defined

- **Access to the Curriculum**
  - Math
  - Social Studies
  - 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
Integrated and Designated ELD*

* 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
• Separate, self-contained
• Sequential, set of rules, grammar based
• Grade span
• Simplified text – content after English

TO
• 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

Next Generation Science

Visual Arts Standards

History-Social Studies

Content 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

<table>
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<tr>
<th>Timeline</th>
<th>Thematic Unit (content concepts)</th>
<th>Content Standards</th>
<th>ELA/SLA Standards</th>
<th>Language Functions</th>
<th>Writing Type</th>
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<tbody>
<tr>
<td>Aug - Sept</td>
<td>TEAMWORK and Push and Pull</td>
<td>NGSS Force and Motion, push and pull</td>
<td>Reading 1, 2, 3, 7, 10 Writing 2, 8</td>
<td>Cause and Effect</td>
<td>Informational</td>
</tr>
</tbody>
</table>

Benchmark Standards:

| Benchmark Standards: | | | | | |

| | | | | | |

Benchmark Standards:

| Benchmark Standards: | | | | | |

| | | | | | |

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

Fifth Grade
- 9-9 Environmental Adaptations
  - Matter and Energy and Ecosystems
- 3-10-3 Early Explorers
- 9-1029 New World Conflict
  - Structure and Properties of Matter
- 1-12-3 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
- 11-4-12-3 India
- 12-9-1-10 China and the Great Wall
- 1-16-2-7 Ancient Hebrews
- 2-13-5-9 Laws and Literature
- 5-15-6-6 Growth of Energy and Cell
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**
- Visuals
- Total Physical Response
- Realia
- Labeling
- Repetition, review
- SDAIE

**Language to Participate and Process**
- Language Functions
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**How English Works**
- Designated ELD
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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.
GRAPHIC ORGANIZERS

- Deepen understanding of concepts
- Engage higher order thinking
- Help students retain information better
- Bridge across language systems for dual language learners
- Organize new information
- Help visual learners
- Enhance making connections

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 PORTRAYES it but does not adequately scaffold the language needed to process it!
Example: Process information from book

- Amazing mountain lions
  - largest member of the cat family in North America
  - secretive and so are hard to find
  - beautiful and dangerous
  - carnivorous
  - territorial
You need descriptive LANGUAGE (verbs, structures, adjectives) to actually talk about it!

• Mountain lions are ________.
• Mountain lions 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
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

She has:

- A torch
- A tablet
- A crown
- Green gown
- Feet stepping on chains
- Rays on her crown

Also she symbolizes:

- Freedom
- The law
- The 7 continents
- Opportunity
- Democracy
- Friendship
A __ is a type of farm animal.

__ and __ are types of farm animals.

The ___ provides ___ to make ___.

Animales de la
It, they, is/has/have

The honeybee has ______.
The ______ is part of a ______.
The honeybee has ______ and ______.
The honeybee has ______ and ______.
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

**Frames**
- One similarity between ______ and ______ is ______.
- One difference between ______ and ______ is ______ but ______.
- Another similarity/difference is ______.

**Language Function**

**Verbs**
(action words)

<table>
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<td>do</td>
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<td>cook</td>
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<td>catch</td>
<td>caught</td>
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<td>make</td>
<td>made</td>
</tr>
</tbody>
</table>

**Compare and Contrast**

**Graphic Organizers**

- Venn Diagram
  - 3 different
  - 3 same

**The House on Maple Street**

By: Bonnie Pryor
Comparing and Contrasting Friends

We are both the same!

However, we are different too!
The Graphic Organizer:
VENN DIAGRAM
(Compare and Contrast)
Bats, but birds.

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

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

**Birds**
- ovisporous
- hatch from eggs
- fly
- have babies
- trees
- can't fly at birth
- build nests
- most sleep at night

Have in common

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

Gold Rush
- everyone worked
- wanted money
- lived in California
- 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

Venn Diagram

Directions: We have been learning about different types of weather: sunny, rainy, snowy, and windy.

Using the Venn diagram, compare (same) and contrast (different) two types of weather.

Due: 1/31/16

- Rain
- Snow
- Mudslides
- Flood
- Drought
- Lightning
- Paddle
- Puddles
- Water
- Wet
- Paddle
- Ice
- Blizzard
- Cold
- Wet
Juegos que jugaban los niños en el pasado:

- Combate
- Rueda de San Miguel
- Bola de patata
- Castro
- Billar
- Víbora de la mar
- Tanga
- Coyotito
- El avión
- El tren
- Tres navíos en la mar
- La silla de la reina
- El trompo
- Stop
- Balerina
- Pastel
- El piano
- Las encantadas

Diferente

Juegos que juegan los niños ahora:

- Fútbol Americano
- Basquetbol
- Tenis
- Fútbolito
- Bolíbol
- Burbujas
- Píobol
- Rompecabezas
- Golf
- Hockey
- Bingo
- Hula Hoops
- domino
- Columpios
- Carritos
- Plastilina
- Rondas
- Boliche
- Bingo
- Monstruo infectado
- Videojuegos
- Mangala
- Duchball

Diferente
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 _____.

- Biome: Savannah grasslands
- Herbivore
- Teeth → grind food
- Tusks → protection, stripping bark
- Trunk → breathing, drinking, lifting
- Padded legs → walking
- Tail → swatting flies

- Biome: Ocean
- Baleen → feeding
- Blowhole → breathing
- Flippers → steering
- Tail → moving

3rd grade
<table>
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<th><strong>Insecto</strong></th>
<th><strong>Habitat</strong></th>
<th><strong>Color</strong></th>
<th><strong>Tamaño</strong></th>
<th><strong>Actividad</strong></th>
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<td>anaranjadas</td>
<td>un sirio</td>
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<td>manchas negras y blancas</td>
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<td>afidos</td>
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<td>a matillo rojo, negras</td>
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<td>libélula</td>
<td>cerca de agua</td>
<td>varios colores</td>
<td>1-4 pulgadas</td>
<td>moscas, abejas,</td>
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<td>mariquitas, floras</td>
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</tbody>
</table>
Some community workers are... whereas others are... 

Libra: (community worker) (what they do) 
- library
- help people find media
- put out fires
- emergency (what they do) 

Firefighter: community 
- fire station
- firetruck
- turnouts
- first aid supplies

Community workers are different...
Sequence: Flowchart
RI#2 Identify the main idea and retell key details of a text.

Sequencing Events

- Event 1
- Event 2
- Event 3
- Event 4
- Event 5

Beginning

In the beginning,
Initially,
When it all started,

Middle

Later,
Then,
Eventually,
Next,

End...

Subsequently,
Later on,
Finally,
In the end,

Past Tense Verbs

First
Then
Finally

Regular

discovered
arrived
founded
established
cultivated
opened
lived

Irregular

found
came
built

Sequencing

First
Then
Eventually
Next
Subsequently
Later on
In the end
Sequencing

### Beginning
- First ___________.
- In the beginning ________.
- When it all started ________.
- Initially ________.

### Middle
- Then ___________.
- Next ________.
- Eventually ________.
- Later on ________.

### End
- Last ________.
- Finally ________.
- Subsequently ________.
- In the end ________.

- The Spanish
  - The soldiers
    - Arrived around Salinas 300 years ago.
    - Conquerors go to California.
  - Spanish

- Then, Russian
  - Sutro founded
  - Rancho Sur Terra

- Eventually they found mineral deposits of mercury
  - The gold was discovered by James Marshall.
  - Wells Fargo was opened.

- In 1890 the train was open.
Butterfly Life Cycle

1. Egg
2. Caterpillar
3. Pupa
4. Butterfly
Kinder

First: egg → Next: caterpillar → Then: pupa → Finally: butterfly
As a Draw & Label 2nd grade

**Cow**
- Life Cycle: 4 stages
  - Duration: 2 years
- Classification: mammal
- Lifespan: 25 years
- Mature Adult
  - Variation among population
- Female cow
- Udder: produces milk
- Egg: begins to grow when fertilized
- Embryo: grows inside mother
- 9 months: calf - offspring
  - Born alive
  - Drinks mother's milk
  - Resemble parents when born

**Honeybee**
- Life Cycle: 4 stages
  - Duration: 21 days
- Classification: insect
- Lifespan:
  - Queen: 3-5 years
  - Drones: 1-3 months
  - Workers: 1-6 months
- Mature Adult
  - Offspring resemble parents now
- Egg: inside honeycomb
- Pupa: larva spins cocoon, metamorphosis
- 12 days: 6 days
- 3 days: 3 days
- 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

Home/School Connection #1

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.

Parent Signature

Student Name

Comments:

Life Cycles of Plants & Animals
J. Analla & P. Pate
Cause and Effect.....

The elements that result in a sunflower

CONTRIBUTING FACTORS

- seed
- soil (nutrients)
- water
- sun

Result in

Sunflower
The Wolves are Back
By: Jean Craighead George

**Cause**

The wolves are back in the forest ecosystem.

**Effects**

- The elk return to the mountains, butterflies, bees and hummingbirds can get nectar from wildflowers.
- Bison are back to the river, aspen trees grow, flycatcher has limbs to perch on.
- Beavers build dams to create ponds, fish, frogs, water birds, dragonflies return.
- Squirrels increased, which is what badgers eat.
<table>
<thead>
<tr>
<th>Kwanza</th>
<th>Chinese New Year</th>
<th>Harvest Festival</th>
<th>Dia de los Muertos</th>
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Most students want to learn about [ ]

More students want to learn about [ ] than [ ].
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
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
   - Collaborative
   - Interpretive
   - Productive

   Emerging

   Expanding

   Bridging

LANGUAGE PROCESSES
II. Learning How English Works
   - Structuring Cohesive Texts
     - Connecting and Condensing Ideas
     - Expanding and Enriching Ideas

   Expanding

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?

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.
LESSON LANGUAGE OBJECTIVE: Students will be able to describe the characteristics of a Krill, its 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, its 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
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...

- **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.
- **Language Function**: Cause and Effect
- **Leading to Performance Task**: Students will use cause and effect language to present how force affects the motion of an object
- **English Learners scaffolds**: Deliver a collaborative oral presentation (*using visuals or manipulatives*) to demonstrate how force affects 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

<table>
<thead>
<tr>
<th>Day</th>
<th>Integrated ELD (whole class)</th>
<th>Designated ELD for Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>Draw and Label on Ocean Life Food Chain for whole class – Will use visuals to present content and will model sequence language</td>
<td>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 ____”</td>
</tr>
</tbody>
</table>
## Typical flow of Designated ELD for a K-3 SEAL Unit

<table>
<thead>
<tr>
<th>Week</th>
<th>ELD focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>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!</td>
</tr>
<tr>
<td><strong>3 &amp; 4</strong></td>
<td>Based on content/vocabulary and literature, students address ELD Part II: Learning About How English Works A, B and C</td>
</tr>
</tbody>
</table>
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!

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