Integrated ELD

More than “just good teaching”

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Thinking, Talking, Reading, Writing

In this session we will:

- use strategies and activities that generate thinking, talking, reading and writing with a focus on ELD and academic language,

- dig into the ELA/ELD framework as a source for professional learning and as complex text for exploration and understanding,

- look at student work samples and work in grade level teams to focus strategies on developmental and language proficiency levels.
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<th>Type of ELD</th>
<th>Timing</th>
<th>Instructional Focus</th>
<th>Standards Used</th>
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<td>Integrated ELD</td>
<td>Throughout the school day</td>
<td>Content, with language to support</td>
<td>Content &amp; ELD Standards</td>
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<tr>
<td>Designated ELD</td>
<td>Specific, protected portion of the school day</td>
<td>Language</td>
<td>ELD Standards</td>
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Designated ELD Vignette
California ELA/ELD Framework, Chapter 4 (Grade 3) pages 382-386

Vignette 4.4
Analyzing Complex Sentences in Science Texts: Designated ELD Instruction in Grade Three
Text: From Seed to Plant
by Gail Gibbons
Designated ELD

“Before a seed can begin to grow, a grain of pollen from the stamen must land on the stigma.”
Designated ELD

subordinate clauses
subordinating conjunctions
Designated ELD

Before I come to school, I ______________.
After I get home from school, I ______.
While I’m at school, I ___________________.

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Teacher: How do bees and other insects help with pollination?

Student: Bees and other insects help pollinate by visiting flowers and taking pollen from one flower to the other.
Integrated ELD provides ELs with the language they need to express their understanding of the content being taught. RVUSD teacher

In other words, they can “show what they know.”
both, NOT or

ELs at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.
Discuss and Decide

What do the English learners in your classroom (school, district) need to succeed?
How do we use it to benefit students?

Scores

Growth

Re-designation
With a partner, review the CELDT data of three sixth grade students.

What does the data tell you about language proficiency and instructional priorities?
What else? Multiple Measures...

ADEPT (California Reading and Literature Project)

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

STAR Renaissance

Lexia Core 5 Reading
What else? Site based supports...

Grade Level Meetings
Learning Team
Data Sheets
ELD (Carousel of Ideas +)
Walk to Learn
Social/Emotional Learning

- Toolbox
- Restorative Practices

- Proficiency Level Descriptors for the California English Language Development Standards
EL Focal Student

Last year: Pick a student you feel comfortable with to focus on all year.

- Plan-Do-Review cycles.
EL Focal Student

This year: Pick a student you want to get to know better- one you have a more difficult time connecting with.

- Academic and Social Emotional Goals
- 2 x 10
- Use as lens to explore and understand Proficiency Level Descriptors
EL Focal Student

E is a second grader....
EL Focal Student

**Academic Goal:**

E will be approaching grade level at mid-year and on grade level at end of year.

**Social Emotional Goal:**

E will participate in classroom and small group discussions. He will be present rather than invisible.
California ELA/ELD Standards and Framework

Read: Critical Principle Statements and new proficiency levels.

Familiar?
Different?
New?
Use “Main Idea and Supporting Details” worksheet to:

- choose the 20 most important words, then
- choose the 10 most important,
- then **with a partner**, choose the 5 most important words, and
- write a sentence to summarize using those 5 words
Looking at student work (LASW)

With a partner, review the journal entries of three English learners (sixth grade).

What ELD supports could be integrated into everyday instruction that would help these students improve their use of academic English?

How could this formative assessment information be combined with CELDT data to focus instruction?
Your school, district, classroom

- How could you improve the instruction of English learners in your context?

- What is the first step?

- Who will make it happen?