

These are just a few examples of how teachers can tailor their designated ELD instruction to attend to ELs' particular language learning needs in ways that build into and from content instruction. The same types of instructional practices discussed in the integrated ELD section (e.g., collaborative discussions with a particular language focus, analysis of the language in texts, explicit vocabulary instruction) might also take place in designated ELD. However, the degree to which language is the focus is intensified. Figure 2.23 captures the essential features of designated English language development.

Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, should be the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/signing should be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities should also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
5. **Focus on Forms:** In alignment with the meaning focus, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices, and they analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.

**Grouping for Designated ELD.** During designated ELD—and only during designated ELD—ELs should be, ideally where possible, grouped by English language proficiency levels so that teachers can strategically target their language learning needs. It is important to note that designated ELD instruction time is not intended to isolate or segregate ELs, nor should it preclude non-ELs from receiving similar instruction. Rather, designated ELD instruction time is intended to be used as a protected time when ELs receive the type of instruction that will accelerate their English language and literacy development. Further, it is imperative that grouping during the rest of the day be heterogeneous in order to ensure that ELs interact with proficient English speakers. However, some middle and high school ELs who are newcomers to English and at the Emerging level of English language proficiency may benefit from specialized attention in ELA (and other content areas) in order to accelerate their linguistic and academic development. This specialized instruction should be focused on accelerating students' English language and literacy development, while also providing them with full access to core content, so that they are able to participate in heterogeneous classrooms as quickly as possible.

The population of ELs in different schools and in different grade levels within schools varies, and each school should carefully consider grouping options for designated ELD. For example, in elementary schools with large numbers of EL students, teachers at each grade level may choose to regroup for designated ELD by having one teacher work with ELs at the Emerging level of English language proficiency, while another teacher works with ELs at the Expanding level, and another works with ELs at the Bridging level. In schools with a smaller student population of ELs (e.g., five ELs at a given grade level), individual classroom teachers may work with small groups of ELs at an opportune time during the day.

It is important to note that however a school decides to approach the scheduling of designated ELD, ELs should not be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction. Designated ELD must be