

ways that are appropriate to the setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development—such as an ELD class where ELs are grouped by English language proficiency level. Additionally, the CA ELD Standards are designed and intended to be used *in tandem with* other academic content standards to support ELs in mainstream academic content classrooms. These could include, for example, a third-grade self-contained classroom during ELA, history/social science, mathematics, and science instruction; a middle school math class; or high school science class, among others. When the CA ELD Standards are used during content instruction in tandem with content standards, this is termed Integrated ELD. When the CA ELD Standards are used as the focal standards during a protected time during the instructional day, this is termed Designated ELD (see Chapters 1 and 2 and the grade span chapters for additional information on integrated and designated ELD instruction).

Whether EL students are enrolled in alternative bilingual or mainstream English programs, all California educators have the dual obligation to provide EL students with meaningful access to grade-level academic content via appropriate instruction and to develop students' academic English language proficiency.

Figure 9.3. Instructional Characteristics in Programs for English Learners

Instructional Characteristics	Type of Program			
	Two-Way Immersion	Developmental Bilingual	Transitional Bilingual	Mainstream English-only
Language and Literacy Goals	Biliteracy in home language and English		Literacy in English and validation of home languages	
Typical Models	<i>Elementary:</i> Proportion of home language to English in instruction starts at 90/10 or 50/50 in Kindergarten to approximately 20/80 by fifth grade	<i>Elementary and Secondary:</i> Proportion of home language to English varies with full transition to English varying depending on availability of the program at later	<i>Elementary:</i> Proportion of home language to English varies with full transition to English typically by the third or fourth grade	Mainstream English

Instructional Characteristics		Type of Program			
		Two-Way Immersion	Developmental Bilingual	Transitional Bilingual	Mainstream English-only
		<i>Secondary:</i> Some content and home language (e.g., Spanish for Spanish speakers) coursework in home language	grades		
Language of Instruction	Home Language	Literacy in the home language taught across the disciplines		Strategic use of home language	
	English	Literacy in English introduced sequentially or simultaneously			All content instruction in English
	English Language Development Instruction	Occurs daily Careful scope and sequence designed to ensure students can fluently decode and comprehend grade-level texts in English by the late elementary grades Includes Parts I and II of the ELD Standards May include instruction in foundational literacy skills (ELD Standards, Part III), where appropriate			Occurs daily Includes Parts I and II of the ELD Standards Part III of the ELD Standards is addressed during ELA (some students may need specialized attention during ELD)

Biliterate Students

In California, biliteracy is valued and the primary languages that ELs bring to school are considered important resources, valuable in their own right and as a base from which to develop English as an additional language. Also valued are the benefits to native speakers of English in becoming bilingual and biliterate. While developmental bilingual programs provide means for ELs to become biliterate in their native language